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ABSTRACT

Lessons to help K-12 students in Indiana learn about elections are provided. Indiana educators are required by law to provide for all students in grades 6-12 within the two weeks preceding each general election five full recitation periods of class discussion concerning the U.S. system of government, voting methods, party structures, and election laws, and the responsibilities of citizens to participate in government and in elections. These lessons, intended to help Indiana teachers fulfill that legal requirement and to extend it to all K-12 grades, are sequenced to align with the guidelines for the Indiana social studies curriculum. The sequence is as follows: K-1, freedom and responsibility (classroom and school); 2-3, rules and voting (neighborhood and community); 4-5, organization of government (state and nation); 6-7, constitutionalism and power (world focus); 8-9, the American party system (civics, history); 10-11, electoral politics (civics, history); and 12, participating in government (American government). The kind of information provided for each lesson includes major ideas, learning objectives, learning activities, evaluation procedures, and resources needed. (RM)

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Teaching About Elections in Indiana Schools

SP 016 131

Kindergarten — Grade 12

Governor's Task Force
on Citizenship Education
Robert D. Orr, Governor

Indiana Department of Education
Harold H. Negley, Superintendent

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Teaching About Elections in Indiana Schools

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Kindergarten — Grade 12

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on Citizenship Education
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TEACHING ABOUT ELECTIONS IN INDIANA SCHOOLS

Introduction

Since 1951, schools in Indiana have been called on to implement IC 20-10.1-4-3(a), which states:

> Each public and non-public school shall provide within the two (2) weeks preceding each general election for all students in each of grades six (6) through twelve (12) five (5) full recitation periods of class discussion concerning the system of government in Indiana and in the United States, methods of voting, party structures, election laws, and the responsibilities of citizen participation in government and in elections.

In the past, the Indiana Department of Education occasionally offered assistance to schools in the form of workshops, lessons, and reference materials. The need for planning a more systematic approach to assist teachers was presented to the Governor's Task Force on Citizenship Education when it first met in January, 1983. A committee of the Task Force was apppointed to address the needs of Indiana teachers as they teach about elections. This guide is the product of that committee's efforts under the direction of the Task Force.

One of the first decisions made was that the study of elections is best begun in the primary grades and should not be restricted to the mandated grades of 6-12. Thus, a K-12 guide was planned.

Since general elections occur every two years, a plan was chosen to provide five sequenced lessons for each two year period. Under this arrangement, a new set of lessons would be available by the time of the next general election in a student's experience. Hence, seven parts are found in this guide: Grades K-1, 2-3, 4-5, 6-7, 8-9, 10-11, and 12. By standing alone, part 7 for grade 12 can be used each year by government teachers without student repetition.

The lessons have been sequenced to align with the guidelines for the social studies curriculum in Indiana. The sequence is as follows:

1. K-1 - Freedom and Responsibility (Classroom & School)
2. 2-3 - Rules and Voting (Neighborhood & Community)
3. 4-5 - Organization of Government (State & Nation)
4. 6-7 - Constitutionalism and Power (World Focus)
5. 8-9 - The American Party System (Civics, History)
6. 10-11 - Electoral Politics (Civics, History)
7. 12 - Participating in Government (Government)

While it is clear that many school districts have developed materials to fulfill the mandate to teach about elections, it is equally clear that many other school districts need the assistance that this sequence of lessons provides. The lessons are comprehensive enough to be used in their entirety where desired. At the same time, the lessons are flexible enough to be integrated into existing programs.

Because the lessons are sequenced for easy integration into Indiana's social studies curriculum, the lessons do not focus on the current election in progress at the time the lessons are taught. This feature will make the lessons useful for future elections; however, teachers must provide learning experiences to give currency to the lessons.

A mock election, school-wide or including selected grade levels, is one approach for achieving relevance to the current election. Student registration for the mock election, voting on "real" candidates, generous display of campaign posters, creation of sufficient election boards to handle the mock vote, and publication of voting results are instructional activities which provide relevance to the current election.

Candidates and political leaders in the classroom as resource persons are similarly helpful. Field trips into the community can add the dimension of community-based education to the lessons.

The Department of Education and the Governor's Task Force on Citizenship Education welcome your comments about the utility of these lessons.

SECTION I

FREEDOM AND RESPONSIBILITY

GRADES KINDERGARTEN AND 1

FREEDOM AND RESPONSIBILITY
(FOCUS: STATE AND NATION)

LESSONS:

1. Choosing Captains
2. Walk, Don't Run!!
3. Our Classroom Helpers
4. Grown-Ups Take Turns, Too!!
5. What's Mine and What's Yours?

INTRODUCTION:

These five lessons share the theme of "Freedom and Responsibility." Young children learn that members of our society are entitled to many rights; with these rights, however, come attendant responsibilities as well. The scope of these lessons is appropriate for early primary children; activities focus on home life and the classroom - - familiar environments for youngsters. The activities build a number of skills appropriate for these age levels, such as listening skills, oral language skills, creativity, and skills of social interaction. The lessons also illustrate a variety of methods of effective social studies instruction, such as role play, discussion, and oral presentation.

The lessons are each designed to last approximately forty minutes. Lesson outlines are intended to provide suggestions for the classroom teacher to follow; the directions are not meant to be prescriptive. Teachers are encouraged to adapt these lessons to their particular teaching situations as much as necessary. The lessons should not demand exhaustive pre-planning by the teacher; all are autonomous and generally require materials/resources typically found in an elementary classroom. The lessons, however, do require additional teacher preparation in three instances. First of all, the teacher will need to arrange a suitable game activity, acquire necessary equipment, and determine a playing area (Lesson 1). The teacher also needs to be aware that he/she needs to schedule a guest speaker and have children provide photographs of themselves for a bulletin board (Lesson 3). Finally, children will need to bring a "special thing" of their own to share during class discussion (Lesson 5). The lessons are listed in a recommended teaching sequence. Teachers should not hesitate to adjust this teaching order, however, should individual circumstances dictate.

CHOOSING CAPTAINS

GRADE LEVEL: Early Primary (K and 1)

MAJOR IDEAS:

The lesson is intended to acquaint young children with the essential qualities of leadership. Through discussion of the role of team captains, students will acquire terminology related to the exercise of leadership, such as "leader," "follower," "respect," "fairness," "responsibility," "volunteer," "choices," and "rotation". Students will also experience instructional methods basic to effective social studies teaching, such as disussion, investigation, discovery learning, problem solving, and active learning.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. Demonstrate qualities basic to effective and positive leadership.
2. Name several ways in which captains/leaders are chosen.
3. State several reasons why we have leaders.
4. Demonstrate conduct appropriate for both a constructive leader and a constructive follower.

LEARNING ACTIVITIES:

The teacher begins the lesson with a brief introduction. He/she explains to the children that the class will soon play a game. This game (kickball, soccer or a relay race are possibilities) involves dividing the class into groups or teams. To best play this game, the class needs to select leaders or captains so that the teams can perform most effectively.

The teacher then begins a class discussion with the question, "How should we choose our leaders?" The teacher guides the discussion so that responses include the following: choosing volunteers, leader selection, rotation, random choice, and class vote. The discussion proceeds to the positive and negative aspects of the various methods of choosing leaders. The class reaches consensus on the best method for selecting captains for the game.

Before actually choosing the captains, the teacher reviews with the children qualities a good captain needs to have. The children list characteristics that a good captain/leader demonstrates. The teacher guides the discussion so that such qualities as fairness, responsibility, and respect are included on the list. The children also list characteristics that a good follower demonstrates. The class also considers the question, "Why can't everyone be a captain?" Finally, the captains are chosen for the game. The teacher, with class input, reviews the duties that the captains must perform if the game is to be a success. These duties are tailored to the abilities of the class and the captains. The teacher advises the captains on the most positive and constructive fulfillment of these duties.

The children return to the classroom setting and discuss the completed game. Emphasis of the discussion is placed on the role of the captains. The duties

of the captains are reviewed. The teacher asks how the performance of these duties improved the quality of the game. The teacher asks why the game was a more enjoyable experience because of the captains. The teacher asks if the selection process for choosing captains was a good one. How might it be improved for the next game? The discussion concludes with the statement that the class will play the game again. When the captains are again chosen, the children should remember what qualities a good captain needs to possess.

EVALUATION:

No formal evaluation system is recommended for this lesson. The success or failure of the activity can best be judged by informal teacher observation of the class discussions and progress of the game. Additional consideration can be given to observation of the performance of the captains/leaders.

RESOURCES:

- Athletic equipment for the game.
- Playing area for the game.

Grades K and 1
Section I
Lesson 2

WALK, DON'T RUN!!

GRADE LEVEL: Early Primary (K and 1)

MAJOR IDEAS:

This lesson is intended to acquaint young children with basic ideas of making rules for social conduct. Students will learn what a rule is, why rules are made, and why they have a responsibility to follow rules necessary for social welfare.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. List rules that contribute to the safety/welfare of students in their class.
2. State reasons why it is important to walk in school rather than run.
3. Refrain from running while in the school building.

LEARNING ACTIVITIES

The lesson is in the form of a class discussion. The teacher begins the discussion by presenting the idea that a major responsibility of a teacher is to provide for the safety of the children in his/her classroom. The teacher advises the children that classroom rules are designed to reduce the dangerous situations that children might encounter in the school building. The teacher then asks children to name rules that help keep them out of danger both in the building and on the playground. The teacher then asks children to add rules that their parent(s) have made at home that help keep them safe. The teacher briefly expands the discussion to include laws/rules around the school community that help keep children safe (examples should include: stopping for stop signs, stopping for stop lights, crosswalks, etc.) The teacher guides the discussion sufficiently to ensure that the students include the rule prohibiting running while inside the school building; before proceeding further, the teacher returns the children's attention to this rule.

The discussion now focuses on the "Walk, Don't Run" rule. The teacher asks the children to state negative consequences of running in the school building. The teacher then helps children rephrase these negative examples in the form of reasons why they should walk rather than run in school. The teacher then asks students to consider hypothetical situations to reinforce the negative consequences of running in school (i.e. the teacher asks, "what might happen if you were running around a corner?" or "what might happen if you ran in a room where there were lots of desks?"). The teacher then has the class choose the three most important reasons why they should walk and not run in the school.

The lesson concludes with the teacher reviewing the key points of the discussion with the youngsters. The children are reminded that rules exist for their safety. They are reminded that many negative consequences might result from breaking the rule against running. The teacher reinforces the idea that children not only keep themselves safe but contribute to the safety of others by following school rules, rules at home, and rules in the community.

EVALUATION:

No formal evaluation is needed for this lesson. The success or failure of the activity might best be judged by informal observation of students' behavior in the halls following this activity. Should the teacher desire a more conclusive form of evaluation, students can be randomly selected and asked to briefly explain why they should walk rather than run in school.

RESOURCES:

- None

OUR CLASSROOM HELPERS

GRADE LEVEL: Early Primary (K and 1)

MAJOR IDEAS:

This lesson is designed to give young children a rudimentary idea of public service. The children will become acquainted with service opportunities within their own classroom (jobs that need "classroom helpers") and service workers within the school as a whole. They will also select tasks appropriate for a "classroom helper" in their classroom and learn the benefits of such service both to the class as a whole and the helper him/herself. Finally, the lesson acquaints the children with the concept of responsibility and the close tie between responsibility and a helper's role.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. Name "helpers" around the school.
2. Select tasks within their classroom that would be appropriate for "classroom helpers" to perform.
3. Demonstrate an understanding of the responsibility inherent in the role of being a "helper".
4. Select students to fill the "helper" roles by a democratic process.
5. List the benefits a "helper" gives and receives as a result of service.

LEARNING ACTIVITIES:

The lesson begins with a visit from a service worker around the school (janitor, cook, secretary, nurse, maintenance worker, etc.). The worker briefly describes his/her job, focusing on the essential functions/benefits children receive as a result of his/her service. Children ask questions about the worker's job. The worker also describes why he/she likes the job and lists the benefits he/she receives from performing this service. The children list other service workers around the school. If time permits, the children might take a walking tour of the building to observe these service workers in action.

The teacher then asks the children how they might help these service workers to better perform their tasks. The discussion then focuses on specific tasks the children might undertake within their classroom to help the room function more smoothly. The children generate a list of approximately six jobs that might be performed by "classroom helpers." The list might include: trash emptiers, pet feeders, desk straighteners, board erasers, supply distributors, etc. The teacher lists these tasks on the board and discusses the duties of each task with the children. The teacher stresses duties that must be performed faithfully (for example, the pet feeder must feed the classroom animals regularly or they get sick). The children are advised that these duties are the responsibility of the classroom helper. Every classroom helper has responsibilities, just as the service workers in the school have responsibilities. The children

conclude the discussion by naming the benefits to the class and to the helper for each classroom job.

The children are asked to draw pictures of the classroom helpers in action. The children are assigned a particular helper so that all may participate. The children are also asked to bring a photograph of themselves from home (school pictures are adequate for this purpose). With these drawings and photos, the teacher later constructs a bulletin board, "Our Classroom Helpers."

EVALUATION:

No formal evaluation is proposed for this lesson. Observation of the discussion and long-term observation of how students perform as "helpers" should supply information necessary to judge the success of the lesson.

RESOURCES:

- Each student will supply a photo of him/herself.
- Drawing paper.
- Crayons, colored pencils, pencils, etc.
- Construction paper for bulletin board.
- A service worker to speak to the class.

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GROWN-UPS TAKE TURNS, TOO!!

GRADE LEVEL: Early Primary (K and 1)

MAJOR IDEAS:

This lesson is designed to acquaint young children with sharing and its importance in adult society. Students will also be exposed to values related to sharing, such as the inherent equality of people and the concept of "fairness." The lesson also incorporates the role play method to allow children the opportunity for creative expression and to reinforce the concepts conveyed in this lesson.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. State a basic definition of sharing supported by examples of how they regularly take turns with other children.
2. State reasons why people need to share and take turns regularly in their daily lives.
3. Give examples of adults taking turns with each other.
4. In a role play activity, select the fairest course of action from among several alternatives.

LEARNING ACTIVITIES:

The lesson begins with students seated together in an open meeting arrangment to facilitate the sharing of ideas. The teacher asks individual students to describe the last time they took turns. The teacher helps students categorize these examples to generate types of occasions when taking turns is appropriate. The list of occasions should include: when people need to use something in limited supply they take turns using it; when many people need to function in a restricted area, they take turns using it. The teacher points out to students that they have taken turns speaking during their class meeting. The teacher then asks students why it was best to take turns during the discussion. Gradually, the teacher develops general guidelines that explain why taking turns is often the best course of action to follow.

The teacher then asks the children to think of situations in which their parent(s) take turns. The list of examples might include: taking turns at the check-out stand in a grocery store; taking turns at an intersection when driving the family car; and taking turns choosing television programs for family viewing. The teacher asks the children to explain why adults also need to take turns and explains that their reasons for taking turns are the same as the children's reasons. The teacher then selects an example of adults taking turns for the children to role play. The teacher briefly outlines the situation for the class, then selects participants for the role play. The teacher then briefs the participants regarding behaviors appropriate for their roles. The role play situations should be very basic and participants at a minimum (no more than 3 or 4 per role play situation). At the moment when the role play participants must choose what course of action they will take, the teacher intervenes and asks

the class to suggest what role players should do. With sufficient teacher guidance, the class should suggest courses of action that involve taking turns. The role play participants then follow class suggestions as they conclude their drama. The class then discusses why taking turns was the best course of action in this situation. The teacher then develops other role play dramas until the entire class has had a chance to participate. The lesson concludes with a brief discussion of all of the role plays that emphasizes the reasons why taking turns was the best course of action for all participants. In this discussion, the concept of fairness should be developed and left with the students as the lesson ends.

EVALUATION:

No formal evaluation is proposed for this lesson. The teacher can best judge the effectiveness of the discussions and role plays through observation of the students during the lesson. Additionally, the teacher can continue to observe the students to ascertain if their willingness to take turns has increased following this activity.

RESOURCES:

- None

WHAT'S MINE AND WHAT'S YOURS?

GRADE LEVEL: Early Primary (K and 1)

MAJOR IDEAS:

This lesson is intended to acquaint young children with the essential features of property rights. Through a "show and tell" activity, discussion, and art project, children will learn basic rights/responsibilities of ownership and reasons why these rights/responsibilities deserve their respect.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. Name an item(s) over which they can exercise rights of ownership.
2. List several rights of ownership that they can exercise.
3. Differentiate between items that they do and do not own.
4. State reasons why they should not violate the property rights of other people.

LEARNING ACTIVITIES:

The lesson begins with students seated together in an open meeting arrangement to facilitate the sharing of ideas (i.e. seated on the floor in a circle, seated around a table, etc.). Each child has been instructed to bring something special of his/her very own from home to share at this session. The children share their special items in turn. The teacher guides the discussion to be sure that every child who wants to can share his/her special thing from home. The children should also give reasons why this thing is so special.

The teacher then explains to the children that each special item is the property of the child who brought it from home. Each child owns his/her special item. The teacher then leads a discussion of the rights and ownership that each child can exercise. The list of property rights developed by the children should include: the right to transport the special item whenever and wherever the child wants; the right to play with it when the child wants (subject, of course, to the rules of the classroom and the home); the right to share the special item only with those people the child chooses. The teacher moves quickly to a discussion of the responsibilities of ownership: the need to protect the special item by keeping it in a safe place when not used; the need to maintain the special item in good condition by treating it with respect; the need to use the special item in a way that does not endanger the safety of others. For each right and responsibility, the teacher asks the class to give examples of how that right/responsibility applies to them specifically.

The teacher then asks students to name other items that they own. The teacher is careful to help students differentiate between things they are able to use and things that are actually their property. The teacher also asks the class to look around the room and name things that they can use, but do not actually own. The teacher establishes for the students ways that they can differentiate between things they can use and things they actually own (Can they take it home when they want? Can they prevent others from using it? Must they take care of it?).

The class lists reasons why they should no try to exercise property rights over items that they do not own. The teacher can prompt reasons using specific examples from the students' own classroom (i.e. What might happen if Susie took Sally's doll home one night?).

Students place their special things in a safe place in the classroom and return to their work seats. On a sheet of drawing paper, they draw four items that are their own special property. The lesson concludes with students explaining their drawings to the rest of the class and stating reasons why they know these things are their own very special property.

EVALUATION:

The success of this activity can best be measured by examining the appropriateness of the items included by each student on his/her drawing. Additionally, the teacher can observe the class discussion and focus on the appropriateness of items included in the "own" and "don't own" lists stated by the class. Finally, the teacher can continue to observe the class to ascertain if there are any positive changes in student behavior regarding their property and the property of others following this activity; such as: do students seem to take care of their property better following this activity? do they show more respect for the property of their students after the activity is concluded?

RESOURCES:

- Each student needs to bring a "special thing" from home.
- Drawing paper.
- Crayons, pencils, colored pencils, etc.
- An open area where the class can sit to share their special things.

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SECTION II

RULES AND VOTING

GRADES 2 AND 3

RULES AND VOTING
(FOCUS: NEIGHBORHOOD/COMMUNITY)

LESSONS:

1. Traffic Rules for Safety.
2. Signs Mean Safety!!
3. A Common RULE(r).
4. What Would Happen If...?
5. Tasks in Our Community!!

INTRODUCTION:

These five lessons demonstrate a common theme of "Rules and Voting". Young children learn in these lessons that our society has adopted rules to standardize certain aspects of measurement and human behavior. They learn that these rules are not capricious or arbitrary but provide for the welfare and safety of all citizens. The scope of these lessons is appropriate for primary students; the lessons focus on the neighborhood and community -- environments familiar for second/third graders and environments that students will encounter in most social studies programs at these instructional levels. Activities included in these lessons build a number of skills appropriate for the primary age level, such as writing skills, oral language skills, higher level thinking skills (classifying, problem-solving), basic map and globe skills, and skills of social interaction. The lessons also employ a variety of teaching methods appropriate for effective social studies instruction, such as role play, discussion, oral presentation, small group work, and concept development.

The lessons are each intended to last approximately one hour. Lesson outlines are not to be considered prescriptive; they provide suggestions for the teacher to follow rather than directives that must be followed. Teachers are encouraged to adapt these lessons to their particular teaching situations as much as they deem necessary. The lessons should not demand exhaustive pre-planning by the teacher; all are autonomous and generally require resources typically found in an elementary classroom. Teachers should be aware, however, that three lessons do require additional teacher preparation. First of all, the teacher will need a recording of movement-oriented music and a laminated (if possible) cardboard stop sign (Lesson 1). The teacher will also need to make examples of highway safety signs (Lesson 2). Finally, the teacher will need to briefly research the area surrounding his/her school building to determine what municipal, county, and/or state agencies are responsible for public property maintenance in that area. The lessons are listed in a recommended teaching sequence. Teachers should not hesitate to adjust this teaching order, however, should individual circumstances dictate a change.

TRAFFIC RULES FOR SAFETY

GRADE LEVEL: Primary (2 and 3)

MAJOR IDEAS:

Beginning at approximately age four, children can recognize the shapes/colors of the stop sign and the traffic light. They soon associate these safety signals with responses made by the driver of the family car. This lesson is designed to extend this basic understanding of stop signals. The lesson not only reinforces appropriate reactions to stop signals but also introduces the concept that traffic laws provide for the existence of these signals. Children will also learn that the basic rationale for traffic rules is to provide for public safety.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. Demonstrate and state appropriate driver reactions to a stop sign and a traffic light.
2. Explain why traffic rules are needed in their community.
3. Explain that local legislation provides for the existence of stop signals and other traffic signs.

LEARNING ACTIVITIES:

The teacher begins the lesson with a brief class discussion of the many modes of travel in our country. The teacher soon focuses on ground transportation and lists on the chalkboard different ways to travel on land as students provide them. The list might include: horseback, train, car, truck, bicycle, etc. The teacher then gives individual students the opportunity to role play particular modes of ground transportation, including appropriate sound effects.

Then, the teacher advises the members of the class that they each need to select a means of transportation from the list on the board to "act out." Children's names are then written next to the means of transportation which they have selected. A circular area approximately 10 feet in diameter has previously been marked on the floor of the classroom. Children are advised to enter the circular area demonstrating their particular mode of transportation. They are to move around this area, covering as much of the area as possible while the music is playing. The teacher starts recorded music and lets it play until children begin to encounter serious difficulty moving about the circle. After several minor collisions, the teacher stops the music and advises the children to sit down for a discussion of what has happened.

In the initial phase of this discussion, children describe their difficulties and frustrations in moving about the circle without any regulations or restrictions. The teacher then asks the children to suggest ways to improve the quality and safety of their movement. The teacher stresses that the class must find a way to move around the entire circle in a manner that ensures the safety of everyone. The children might suggest having only part of the group move at any given time and/or having everyone move in the same direction. The teacher allows the class to try all suggestions (with music playing for each). After

each tryout, the teacher reminds the students that their traffic system must allow everyone in the class to travel throughout the entire circle in a safe manner and asks the students for reasons why their suggestions have not fulfilled the previously discussed criteria.

After trying several suggestions, the teacher introduces a cardboard stop sign(s) and quickly discusses reactions it should elicit from the student "vehicles." The teacher then instructs students in a traffic pattern that will allow the entire class to circulate around the area (one possibility: a large figure-8 with all students moving in the same direction). The teacher selects student(s) to hold the stop signs, positions the student(s) at traffic intersections, and advises the student(s) to change the direction of the traffic flow at the teacher's signal. The teacher again starts the music and signals the change of direction of traffic flow at appropriate intervals (approximately 10 seconds). The teacher stops the music after the students have successfully circulated around the area several times. Students then sit down and again describe what has happened. The teacher guides the students to give ways in which this last experience was an improvement over the earlier ones. The teacher then draws the comparison between this last experience and the traffic regulations developed in our society. The teacher concludes by asking the students to develop one major idea to explain why people develop traffic rules and stop signals.

FOLLOW-UP ACTIVITIES:

To extend this lesson, the teacher might have students complete the following additional activities:

1. Draw a picture of a stop sign and traffic light, with family vehicle(s) and other traffic making appropriate reactions to the signals.
2. Design an alternative form for the stop sign and traffic light. Explain to students why the present forms have developed (universally recognizable, easy to see, simple and readable, understandable, incorporation of the "danger color" red, etc.). Advise them that they need to provide for these factors in their designs.
3. Write a short paragraph expanding the rationale for stop signals developed in class discussion.
4. Develop additional rules for traffic safety not currently legislated.
5. Students can learn from the following safety poem:

STOP - GO

by Dorothy W. Baruch

Automobiles
In
  a
   row
Wait to go
While the signal says...
   STOP!!

Bells ring
Ting-a-ling!
Red light's gone!
Green light's on!
Horns blow
And the row
Starts to
   GO!

EVALUATION:

The success of the basic learning activities can best be determined by teacher observation of class discussions and their various experiences moving around the circular area marked on the classroom floor. Additionally, several of the extension activities (particularly the short paragraph expanding the rationale for stop signals and the picture of appropriate reactions to stop signals) can be adapted for the purpose of evaluation.

RESOURCES:

- A circular area approximately 10 feet in diameter marked on the classroom floor with tape
- A stop sign(s) made from cardboard (laminated if possible)
- A tape recorder or record player
- Rhythmic, movement-oriented music (ideally with a transportation theme; possible songs included might be: "Clang, Clang, Clang Went the Trolley," "Little Deuce Coupe," or "On the Road Again")
- For the follow-up activities, resources include: paper, pencils, crayons, markers, colored pencils, a ditto of the poem "Stop-Go," scissors (to cut out sign designs).

SIGNS MEAN SAFETY!!

GRADE LEVEL: Primary (2 and 3)

MAJOR IDEAS:

This lesson is intended to extend student understanding of ideas presented in the lesson, "Traffic Rules for Safety." Consequently, it should follow that lesson in teaching sequence. This lesson specifically acquaints students with other types of traffic aids beyond stop signals (i.e. warning signs, informational signs, yield signs, etc.) Students also learn that these traffic aids carry the force of law and that they should include these aids in their previously developed rationale for traffic rules/regulations (i.e. these aids also provide for public safety).

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. Associate a function with various shapes commonly used in traffic signs (i.e. octagonal signs mean stop, yellow, diamond-shaped signs mean warning; rectangular signs give information; etc.).
2. Explain why traffic signs are needed in their community.
3. Demonstrate an understanding of appropriate use of various traffic signs.

LEARNING ACTIVITIES:

The teacher begins the lesson by showing a cardboard stop sign to the class. The teacher asks the class to identify the sign, state its function, and briefly explain the rationale for the sign. The teacher then introduces other cardboard signs to the class. The teacher shows a railroad crossing sign, a yield sign, a warning sign, and an informational sign to the children. With each sign, the teacher briefly explains its function, then asks students to give examples of how/where such signs are used and state why they are necessary. To reinforce the students' recognition of the function of these types of signs, the teacher then mixes the order of the signs and shows them to the students in "flash card" fashion until the students can rapidly identify the signs by function.

Next, the teacher, with student input, develops a map of the immediate area of the school building surrounding their classroom. This map-sketch can be done on an overhead projector or on the chalkboard. The teacher might allude to proper terminology as the map is drawn (such as scale, legend, symbols, etc.); such map skill instruction, however, is not absolutely necessary and should not reach the point where it detracts from the main point of the lesson. Using the map, the teacher then discusses traffic flow in the immediate school area with the students. The teacher asks the children to determine possible "danger" areas, find congested areas, give information about traveling in the area that visitors might need to know, indicate warning signs that might be appropriate,

place stop signs, etc. The teacher marks these places on the map using appropriately colored markers (yellow for warning signs, red for stop signs, etc.). As each location is marked, the teacher should ask students to explain briefly why a particular type of warning sign best fits that situation.

The teacher then selects students to make signs for each marked location. The students can work individually or in small groups, depending on the number of signs needed. The students should use the teacher's sign models to trace outlines of the needed signs on the stiff construction paper or tagboard. The students should then letter and color their signs according to common guidelines. With teacher supervision, the students then place their signs around the school in the appropriate locations. The class returns to their room and briefly discusses how these signs should improve traffic flow in their part of the school building.

EVALUATION:

The teacher can determine the success of this lesson be observing its component activities. Whether students can associate function with traffic sign shape can be determined by observing student responses during the "flash card" activity in the early phases of the lesson. Whether or not students understand appropriate uses of various traffic signs can be determined by observing how well students determine situations needing traffic signals in their school and neighborhood. Additionally, two written techniques can be used to confirm mastery of these objectives if the teacher feels them necessary. A brief quiz can be prepared on a ditto in which students match sign shapes and sign functions. Students can also be asked to write a short paragraph justifying the placement of a particular sign that the class decides is necessary in their neighborhood.

RESOURCES:

- Cardboard traffic signs (a railroad warning sign, stop sign, yield sign, general warning sign, and informational sign) appropriately colored and laminated if possible.
- An overhead projector and colored markers (if available); if not available, a chalkboard and colored chalk.
- Tagboard or stiff construction paper.
- Pencils, crayons, markers, colored pencils.
- Scissors.
- Masking tape to hang signs.
- Ditto for quiz (if desired by teacher).
- Paper and pencils for paragraph (if desired by teacher).

A COMMON RULE(R)!!

GRADE LEVEL: Primary (2 and 3)

MAJOR IDEAS:

This short lesson illustrates the principle that commonly accepted standards of measurement and behavior are necessary for the orderly functioning of our modern society. The idea that people can "do their own thing" is a popular one in America today. Nevertheless, students need to be aware that a certain standardization of behavior and measurement is desirable; without common standards of conduct and practice, confusion and chaos will result in our society. This lesson promotes this awareness in children.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. State a rationale for commonly accepted standards of measurement.
2. State reasons why commonly accepted standards of conduct are needed in a modern society.
3. List areas in our society in which standardization of conduct and practice is both necessary and desirable.

LEARNING ACTIVITIES

The teacher begins the lesson by listing on the chalkboard three objects contained in the classroom. The list of objects might include: the teacher's desk, a book, a window sill, the chalkboard (to measure length), and a playground ball (to measure circumference). The teacher divides students into measurement teams of three students each (two measurers and a recorder). The teacher provides each team with a handout listing the items to be measured; a preset order of measuring the objects might reduce confusion as groups move about the room. The teacher's final instructions to the teams include the one criterion for measuring these items -- the students must use only what they have with them to determine the measurement of their three items. The students then move about the room until they have measured the three items listed on their handouts.

The students again meet as a class and discuss their results. Very quickly, confusion should exist as students offer a variety of measurement results for each item. The teacher should guide the students to discover their problem -- each of the teams used different standards to complete their measurements. The class should then determine what they should do to remedy this confusing situation and agree upon a universal standard of measurement that would ensure uniform results, should they measure these three objects again. At this point, the teacher moves the discussion beyond the immediate situation by advising the children that many societies have faced a problem similar to the one the class has just faced. Early people used many different measurement units, including such potentially confusing ones as the "span" (the distance across a person's hand when the fingers are spread apart) and the "cubit" (the distance from the fingertips to the elbow). Societies have had to adopt standard measurement systems to promote accuracy and reduce confusion. The teacher briefly discusses the

two most common examples of standard measurement systems with the students (the English system and the metric system).

The teacher again moves the discussion beyond the immediate question of a measurement system for the class by introducing the idea that societies have standardized other things besides measurements. Through laws, societies have provided guidelines for standards of conduct and practice as well as measurement. The teacher offers several examples of such legal standards (examples might include: specific consumer protection laws for products familiar to the children, traffic laws, motorcycle helmet laws). The teacher advises the students that the primary reason that societies have such limits/standards for behavior is to protect the safety and welfare of their citizens. The teacher then uses an example of a legal standard cited previously to illustrate this idea that such statutes exist to protect citizens.

The teacher then has students reorganize into the measurement teams of the initial activity of the lesson. The teacher asks these small groups to list examples of legal standards that protect us every day. This concept is a difficult one for this age level; the teacher may have to prompt students with additional examples and/or direct their attention to areas familiar to them. Each group should list 2-3 examples. The lesson concludes with each group sharing its list. The class as a whole should discuss how these standards do indeed reduce confusion and promote safety for everyone. The teacher leaves the class with the idea that these standards make our neighborhood/community a better place to live.

EVALUATION:

No formal evaluation is recommended for this lesson. The success of this lesson can best be judged by informal teacher observation of class discussions and the quality of the lists submitted by the small groups.

RESOURCES:

- A ditto listing three classroom objects for measurement.
- Pencils.
- Paper for small group note-taking.

WHAT WOULD HAPPEN IF...?

GRADE LEVEL: Primary (2 and 3)

MAJOR IDEAS:

This lesson is intended to further acquaint children with the concept that our legal system has utility; children will learn that laws are not passed arbitrarily, but exist for a reason. Laws exist for public safety and protect the welfare of our citizens. Students will understand this basic rationale for our legal system after considering what might happen if certain commonly adopted laws did not exist.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. Demonstrate an understanding that laws are essential for public safety.
2. List a number of laws that contribute to peace and order in their community.
3. Give consequences that would befall society if certain statutes no longer existed.
4. Consider the ramifications for peace and order in a society if no legal system existed to protect its citizens.

LEARNING ACTIVITIES:

The teacher begins the lesson by briefly introducing the idea that laws exist to protect the safety of our citizens. The teacher offers several examples of local statutes that are intended to promote order and keep people safe. These examples might include: the requirement that people stop for red lights and stop signs; the limits on automobile speeds; and laws against assault. The teacher then asks children to add to these examples and compiles a list of laws that protect the safety of our citizens.

The teacher then selects a particular statute for closer examination from the list on the board. The teacher discusses with students ways in which this law protects the public. The teacher soon guides this discussion to an examination of what might happen if this law did not exist. The children describe scenarios that would occur if this law were eliminated or had never been passed. After a thorough discussion of these possibilities, the teacher gives the class an assignment. The children are asked to return to their seats and study the list on the board. They are to choose a particular law from the list and think of what might happen if that law no longer existed. Students will then describe in a short story one of the negative consequences if the law no longer existed. After they have completed the story, they should illustrate it with a picture collage showing the consequence. Students should first draw a basic outline sketch of their consequence on drawing paper. Then, they should add photos from magazines and/or newspapers to complete their drawing.

The lesson concludes with students sharing their drawings and discussing the many negative consequences that would occur if we did not have laws to protect citizens. The teacher might also briefly help students categorize these consequences so that students can see the types of dangers that would no longer be restricted by laws. As a final discussion topic, the students can consider life in a society that did not have laws to protect the safety of its citizens.

EVALUATION:

The stories and collage pictures provide excellent opportunities for assessment of the effectiveness of the lesson. The teacher should include among evaluation criteria the realism of these descriptions and the likelihood that the consequence depicted in them might actually occur. Additionally, the teacher should observe the student discussions, particularly the final discussion session, to determine how well the four objectives were met in this lesson.

RESOURCES:

- Chalkboard, chalk.
- Writing paper, pencils, erasers.
- Drawing paper.
- Crayons, pencils, colored pencils.
- Magazines and newspapers that can be cut up.
- Scissors, paste, and glue.

TASKS IN OUR COMMUNITY!!

GRADE LEVEL: Primary (2 and 3)

MAJOR IDEAS:

This lesson is intended to generate a sense of civic responsibility in children by making them aware of tasks that could be done to improve life in their neighborhood. The students will complete a survey of their neighborhood, noting public property in need of clean-up, maintenance, and/or repair. Through discussions, they will learn the municipal/county department which has primary resonsibility for completing these jobs. They will also learn that citizens can assume responsibility to improve public property and consequently improve the quality of life in their community. If time permits, students can actually complete a public works project as a follow-up to this activity.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. List a variety of improvement projects which would benefit their school community.
2. Name the municipal or county departments with primary reponsibilities for the public property on which these proposed improvement projects are located.
3. Chart courses of action appropriate for the concerned citizen to complete these neighborhood improvement projects.

LEARNING ACTIVITIES:

The teacher begins the lesson with a discussion of responsibility for the maintenance and improvement of public property in the neighborhood surrounding his/her school. The teacher briefly lists the types of public property in the school's immediate area and the agency primarily responsible for that property. For example, county roads (both roadway and adjoining ditches) are typically maintained by the county highway department; state roads (roadway and ditches) by the state highway department; storm sewers in towns are typically maintained by a municipal department of public works. The teacher advises students that primary responsibility/authority for maintenance of these properties lies with these agencies. In times of limited resources and increasing needs, the agencies sometimes cannot keep all public property in optimum condition. In these times, concerned citizens can help these agencies by volunteering knowledge, advice, and even labor to keep public property in good condition. The teacher offers examples of instances in which citizens have shown civic pride/responsibility by improving public property (Boy Scouts often have litter clean-up drives and volunteers often assist governmental agencies in times of storms or floods). The teacher advises students that the result of such volunteer service is public property that works better, looks better, and adds greatly to community life.

The teacher then tells students that today they will have a chance to become concerned citizens and help improve the quality of their neighborhood. Students will survey the neighborhood and discover projects that are needed to maintain public property in the area. The teacher should prepare the class for this walking tour of their neighborhood by briefly reviewing public property in the area (parks, roadways, public buildings, traffic signs, street lights, storm drains, etc.) and discussing maintenance these properties might need (painting, patching, clean-up, replacement, new bulbs for lights, filling/resurfacing of potholes, etc.). The teacher advises students that they are to look for ways to help improve their neighborhood and report them to the teacher. The teacher will record these observations for discussion later. The class then takes a walking tour of the neighborhood surrounding the school. The tour should last approximately 15 to 20 minutes.

The class returns from their neighborhood survey and discusses their observations. Initially, students simply report what they discovered on their tour. After several examples have been given, the teacher places several categories on the chalkboard and begins to classify the students' observations by type. The observations can be categorized in a variety of ways, including: by location, by agency responsible, by urgency, or by the nature of the needed maintenance. Once the classification has been completed, the students then consider appropriate action the class might take as concerned citizens to complete these improvements. In some instances, no action might be appropriate; in others, a phone call to the responsible agency might be appropriate. The class concludes with the selection of a committee to complete one of the improvements on the class's list (one suggestion: the teacher should select the least difficult improvement for the class to undertake, such as a phone call to the responsible agency). The teacher formally ends the lesson by reviewing what the students have accomplished and will accomplish in the future; additionally, the teacher reinforces to the students that they have acted as concerned citizens during this lesson.

ADDITIONAL ACTIVITIES:

1. Locate necessary improvements to public property on a dittoed map of the school community/neighborhood.
2. The class might attempt a more extensive project such as raising money to plant a tree, paint a park fence, or clean up litter along a roadway. (Teachers should be aware of school rules regarding fund-raising.)
3. The class could specify a particular improvement area and promote public awareness through posters, door-to-door visits, newspaper stories, or talking with members of their own families.

EVALUATION:

No formal evaluation is recommended for this lesson. Informal teacher observation of discussions and student conduct on the walking tour should indicate the success of the lesson. Additionally, the teacher can judge the quality of the students' list of needed neighborhood improvements. The enthusiasm with which students approach this neighborhood survey also serves as an indicator of the lesson's success.

RESOURCES:

- Information regarding municipal, state, and county agencies responsible for public property maintenance in the area surrounding the school.
- Notebook, clipboard for recording student observations while on the walking tour.
- Chalkboard and chalk, or overhead projector and markers.
- The additional activities will require resources that might include: materials to construct posters, ditto maps of the neighborhood, materials to complete a community improvement project, telephone, a visit to the newspaper to deliver a story, etc.

SECTION III

ORGANIZATION AND GOVERNMENT IN THE UNITED STATES

GRADES 4 AND 5

ORGANIZATION AND GOVERNMENT IN THE UNITED STATES
(FOCUS: STATE AND NATION)

LESSONS:

1. Seats of Government: Which Level Is Which?
2. Leaders: National, State, and Local
3. Legislators, Policemen, and Judges
4. Precincts and Voting
5. Visiting a Polling Place

INTRODUCTION:

These lessons have a state and local emphasis, in order to be integrated with the Indiana Studies 4th grade program and the U.S. Studies 5th grade program required by the Indiana state social studies curriculum.

The five lessons are designed to be used consecutively, in the period immediately before elections and with a polling place visit as the culminating activity on election day.

The lessons call for pictures of seats of government, e.g., town/city halls, court houses, the state and national capitols; also for pictures of local, state, and national office holders and candidates; and for a variety of maps. Advanced planning is required to secure such pictures and maps and is largely the teacher's responsibility. (Students and/or their parents could assist in this.)

Advanced planning is also required for the field trip visit to a polling place. Parents might accompany the class for this culminating experience.

The five lessons provide a good opportunity for collecting and displaying campaign materials. Pictures, slogans, bumper stickers, balloons, match books, etc. offer resources for room decoration and will heighten your students' interest in elections and government.

SEATS OF GOVERNMENT: WHICH LEVEL IS WHICH?

GRADE LEVEL: Primary (4 and 5)

MAJOR IDEAS:

Federalism, the division of the power of government between the national government and state governments, is a special feature of American government. States have further divided their power by assigning portions of it to counties and townships, cities and towns, and school boards.

Thus, in the United States, we have many levels of government and many seats of government.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. Locate the seats of national, state, and local governments.
2. Recognize pictures of these seats of government.
3. On silhouette maps, identify the territorial jurisdictions of governments at the various levels.

LEARNING ACTIVITIES:

Introduce the lesson by telling your class that government in the United States is like a three-rung ladder, with the three rungs labeled local, state, and national. Then place a silhouette map of the United States on the bulletin board with Indiana superimposed on the silhouette. Referring to the U.S. map, ask and have students answer these questions:

1. What name is given to the government of this area?
2. Where is the capital of this government?
3. Which of these pictures shows the capital?
4. Over what area does this government have power?
5. (Pointing to the superimposed map of Indiana.) What state is this?

Then, in succession, turn to each of these silhouette maps, asking the same questions as above.

a) Indiana, with your county superimposed.
b) Your county, with the school's township superimposed.
c) Your city/town.
d) Your school district.

As the questions are asked and answered, place names and pictures on the bulletin board with strings leading from the larger to the smaller units of government. When this activity is completed, your bulletin board will serve as reinforcement for the lesson and will be used in the next lesson for the introduction of additional information.

EVALUATION:

Show pictures and/or silhouettes, asking for identification of the level and name of the government depicted. This may be accomplished through informal questioning, or by a written quiz.

RESOURCES:

Bulletin board materials, including silhouette of the territorial areas of the various levels of government, names of governments, location of capital, county seats, and city/town, etc.

LEADERS: NATIONAL, STATE, OR LOCAL?

GRADE LEVEL: Primary (4 and 5)

MAJOR IDEAS:

The three general levels of government in the United States are administered by men and women who seek elective or appointive public office at national, state, or local levels. Citizens must know at which level public officials serve. Does a member of Congress go to Washington or Indianapolis? Are judges serving at the national, state, or local levels? What are the differences among the Attorney General of the United States, the Attorney General of Indiana, and the Prosecuting Attorney?

Psychologically and pedagogically, it is important for young students to associate government with people. This lesson makes that possible through pictures of office holders and candidates and through letters to public officials and their appearance as guest speakers in the classroom.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to identify by picture fifteen to twenty political and governmental leaders, giving the name, office held or sought, level of government, and political party designation of each leader.

LEARNING ACTIVITIES:

Begin the lesson with a statement to connect this lesson to the previous one. Then distribute the handout "Who Is This Person?" Explain what students are to do with it. The pictures collected and the handout serve as the content of the lesson. Start with picture #1 and complete the handout by going through all of the pictures. After each picture is identified, have a student attach it to the bulletin board under the correct heading, i.e., national, state, or local. (Some names will be hard to spell. The teacher may want to write such names on the chalkboard.)

Students may have comments or questions, both during the identification portion of the lesson and in the discussion that follows. The teacher might want to take time to define some "political" words:

Incumbent - office holder
Challenger - a candidate seeking the incumbent's office
Candidate - any person seeking public office
Dark Horse - a candidate not expected to win, but who is doing well
Front Runner - the leading candidate for an elective office
Etc. - (Every election will generate some terms which are unique to a particular election: i.e., Jesse Jackson's "rainbow coalition" of the 1984 presidential campaign.)

In the summary of the lesson, stress the importance of knowing the candidates, choosing a candidate for which to vote, voting, and the importance of elections in a free society.

EVALUATION:

Use the numbered pictures either as an informal test of student recall in a review of the lesson or as the basis for an identification quiz.

RESOURCES:

Pictures of office holders and the handout "Who Is This Person?"

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WHO IS THIS PERSON?

Directions: As we look at our pictures, fill in the spaces following the picture number.

PICTURE NO.	NAME	OFFICE	LEVEL	PARTY
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				

LEGISLATORS, POLICEMEN, AND JUDGES

GRADE LEVEL: Primary (4 and 5)

MAJOR IDEAS:

The separation of the power of government into the legislative, executive, and judicial branches is characteristic of American government at all levels. The framers of the United State Constitution were distrustful of unilateral government. They sought, by means of separation of power, to limit arbitrary decision-making by one person. State constitutions were often modeled after the national Constitution, and the practice of separation of powers was introduced into the state and local levels of government.

The concept of separation of governmental power into the three branches of government can best be taught and understood through examples using actual public officials as actors. Although we say that we have a government of law, the reality is that our government is one of men and women, under the law.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to place public officials into three categories:

1) Rule-makers - the Legislative Branch
2) Rule-enforcers - the Executive Branch
3) Rule-appliers - the Judicial Branch

and will be able to state that such a separation of power reduces the opportunity for arbitrary rule by one person.

LEARNING ACTIVITIES:

Distribute the handout, "He Does It All!". With the class, read the story. Since it is largely dialogue, a student narrator might be used with two other students reading the "officer" and "you" parts.

Move toward quick closure on the questions that conclude the story:

What did the officer do?

I. He made a new law.
II. He enforced his new law.
III. He applied his law.

Would this happen in the United States? No, not legally.

Explain: We have separated the powers of government in the United States into three parts.

I. The legislative branch makes laws.
II. The executive branch enforces laws.
III. The judicial branch applies the laws to individuals.

One person can't exercise the powers of all three branches at the same time.

The balance of the class period should be spent in placing public offices/officials into the legislative, executive, and judicial categories. Do this on the chalk board, by means of student discussion, by office and name of office holder. The pictures and names from Lesson 2 of this series should make this move along fairly quickly.

To summarize the lesson, stress the names of the three branches, the functions of each branch, the concept of separation of power, and why we believe that separation of powers helps to limit the possibility of authoritarian or totalitarian government.

EVALUATION:

Several weeks after this lesson, ask students to retell the tale, then ask if it is likely to happen in the United States, and what we have tried to do to prevent it from happening. This informal evaluation would give an idea of the lesson's effectiveness and would at the same time provide additional reinforcement of the lesson.

RESOURCES:

Handout for Lesson 3, "He Does It All!" and bulletin board materials from Lesson 2 of this series.

NAME _____

DUE DATE _____

HE DOES IT ALL!
(A Make-Believe Tale of the Future)

It's a beautiful April afternoon. You've just arrived home from school. Even before you get through the front door your mother meets you with an armload of books. "Take these books back to the library, would you please? We've got to get them back today, or they'll be overdue."

She then adds the magic words, "You may take the car, if you wish." Hey, that's all right! You just got your driver's license. Off you go.

When you come back to the car after dropping the books in the book drop, a police officer is standing by your car. Good grief, what could be wrong? He hands you a ticket! (With your new driver's license, you had been really careful. You were in a parallel parking place, just the right distance from the curb, and you had checked carefully for "No Parking" signs.)

"What did I do wrong, officer?" you ask. Then this dialogue takes place:

Officer: "You can't park here."
You: "But there isn't a 'No Parking' sign."
Officer: "I just made it no parking."
You: "But you can't do that!"
Officer: "I can now. You're under arrest."
You: "Arrest? How can I be under arrest when I didn't break a law?"
Officer: "You did break a law; my law. You are under arrest."
You: "What happens now?"
Officer: "I try you."
You: "Try me! You're not a judge!"
Officer: "I am now. You're guilty. I fine you $25.00 and costs."
You: "$25.00 and costs! How much are the costs?"
Officer: "Another $25.00."
Your: "But, I'm not guilty!"
Officer: "Pay me."

This make-believe officer did it all! What did he do?

I. _____
II. _____
III. _____

Would this happen in the United States? _____
Explain:

PRECINCTS AND VOTING

GRADE LEVEL: Primary (4 and 5)

MAJOR IDEAS:

The political precinct is a part of our community environment. The precinct has boundaries, organization, and leaders. Important political functions take place in the precinct. Every citizen of our state lives in a political precinct, but many are unaware of the political function of the precinct.

There are approximately 4500 political precincts in Indiana. Each precinct is directed by an elected committeeperson, and a vice-committeeperson, who is appointed by the committeeperson. Both of our major parties have a similar organization at the precinct level. Thus, there are 4500 Republican committeepersons, 4500 Republican vice-committeepersons and the same number of Democratic committeepersons and vice-committeepersons. Fully staffed, precincts in Indiana have 18,000 people working as party leaders at this political level.

State statutes and rulings by the State Election Board prescribe the organization and procedures of the precinct.

The boundaries of our political precincts coincide with our voting precincts. It follows, then, that there are 4500 voting precincts in Indiana. Our elections, both primary and general, are conducted at the precinct level. The 4500 Precinct Election Boards (3 members) and election officials (6 persons: 2 clerks, 2 assistant clerks, and 2 sheriffs) total 40,500 workers for each election conducted. Precinct committeepersons select the polling place and name members of the Election Board, clerks, assistant clerks, and sheriffs. Committeepersons also arrange for three meals for the poll workers. With polls open from 6:00 a.m. to 6:00 p.m., poll workers generally report at 5:30 a.m. and are not finished until 7:00 or 8:00 in the evening. The long day and a restriction against leaving the polling place necessitate the meal service.

Voting and elections are public functions. Costs of conducting elections come from tax funds. The conduct of elections, however, tends to be a party function, which falls largely on the elected precinct committeepersons.

Students should begin to learn about precincts, committeepersons, and elections. The best way to help students in this beginning is to invite a committeeperson to the class as a guest speaker.

LEARNING OBJECTIVES

As a result of this lesson, students will be able to:

1. Name the precinct committeeperson of his/her precinct and party
2. State the tenure and method of selection of the committeeperson
3. List at least three responsibilities of the committeeperson.

4. List by titles these polling officials:
   Election Board - Inspector and two Judges.
   Election Workers - Two Clerks, two Assistant Clerks, and two Sheriffs.

LEARNING ACTIVITIES:

If a precinct committeeperson has been invited to help the class learn about precincts and voting, the teacher's responsibility for the lesson consists largely of introducing the guest and assisting with the discussion.

The seven questions on the sample invitation letter would serve as a good lesson outline:

1. How and by whom are you selected?
2. How long is your term?
3. How large is your precinct? What are its boundaries?
4. How many voters in your precinct?
5. Where is your precinct voting place?
6. Who serves on the Election Board and on election day? Who selects them? Are they paid? By whom?
7. What are your duties as a precinct committeeperson?

To summarize the lesson, the teacher might want to write answers to these seven questions on the chalkboard, with the guest's help.

EVALUATION:

Use the guide questions as part of quiz, or as informal review and evaluation of the lesson's effectiveness. The students might also write a paragraph on the topic limited by one of the following titles:

1) "What Does a Precinct Committeeperson Do?"
2) "Who Are the Election Day Workers?"

SAMPLE INVITATION LETTER

Dear (Precinct Committeeperson):

My (4th/5th grade) class is studying about precincts and voting. Would you be free to discuss these topic with us on (day, date, time,) in Room (#), (School)? We would truly appreciate your help.

I would suggest that you prepare by expecting the following questions:

1. How and by whom are you selected?
2. How long is your term?
3. How large is your precinct? What are its boundaries?
4. How many voters in your precinct?
5. Where is your precinct voting place?
6. Who serves on the Election Board and on election day? Who selects them? Are they paid? By whom?
7. What are your duties as a precinct committeeperson?

If this can be done in 20 or 30 minutes, I am certain my students will have questions for the balance of the class period.

Please call me at (phone) regarding the invitation. If you are able to speak to us, it will be a generous contribution to the education of these young citizens.

Sincerely yours,

VISITING A POLLING PLACE

GRADE LEVEL: Primary (4 and 5)

MAJOR IDEAS:

The flavor and excitement of electoral politics can best be learned through direct observations on election day. Polling places are located close to our schools; indeed, in many instances, in our schools. A visit to the polling place is a natural extension of classroom instruction.

Advanced planning for the visit and advanced preparation for the visit are necessary. Advanced planning includes contact with the precinct committeeperson and the inspector, to indicate the purpose of the class visit and to select an appropriate time of day for the visit. Students should know in advance what the inspector, judges, clerks, assistant clerks, and sheriffs do. Students should know how a vote is cast, i.e., by paper ballot, machine, or punch card. They should know what offices are up for election and the names of the candidates seeking those offices.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. Describe the scene outside the polling place.
2. Describe the arrangement inside the polling place.
3. Give their general impressions of the way votes are cast in the state.

LEARNING ACTIVITIES:

At the departure for the polling place visit, give each student the report form for the visit which is a part of this lesson. Explain what the student is to do with the report form and when it is due.

Indicate that each member of the class is to serve as a newspaper reporter. As a follow-up for the visit, have teams of 3-4 "reporters" write a news story on voting in precinct "X".

If you have students with cameras, ask them to serve as a camera crew to take pictures of the visit, the polling place, and if permitted, the interior of the polling place. Display of these pictures on the bulletin board would enhance the impact of the visit.

EVALUATION:

The news stories written by your "reporter" teams will give an informal evaluation of the success of the visit. A discussion after the visit will give similar information.

RESOURCES:

Precinct committeepersons and the polling place inspector are essential. The report form will help students focus their attention during the visit.

POLLING PLACE VISIT

_____
(Reporter's Name)

Date Due _____

REPORT FORM

Directions: You will be writing a news story on our visit. This form will help you write the story.

1. Reporters report first on who, what, when, and where in their stories:

   a. Who made the visit?
   b. What was visited?
   c. When was the visit?
   d. Where was the visit made?

2. Describe the scene as you approached the polling place. What did you see?

   a. Describe the building.
   b. Were there people around?
   c. What were they doing?
   d. Did you ask anyone any questions? If so, what questions and what answers?

3. Describe the scene inside the polling place, using a, b, c, and d above as a guide.

4. Finally, describe how you felt about what you saw.

   a. Did the polling place and voting look well-organized?
   b. Were the people you saw efficient and courteous?
   c. Would you like to be an election official?
   d. Would you like to vote?

5. Report anything else you saw or heard that seemed important.

SECTION IV

CONSTITUTIONALISM AND POWER

GRADES 6 AND 7

CONSTITUTIONALISM AND POWER
(FOCUS: WORLD)

LESSONS:

1. Functions of Constitutions
2. One, a Group, or Many
3. The U.S. Constitution and Power
4. Political Parties and Party Systems
5. The Two-Party System in the U.S.

INTRODUCTION:

These lessons have a world focus, so they can be integrated easily with the Western Europe, Latin America, and World Cultures content of Indiana's 6th and 7th grade social studies curricula.

The five lessons can be used in five consecutive periods to meet the mandated pre-election study.

Each lesson does, however, provide opportunities for further study and expansion. This is especially so if reference is made to examples drawn from Western Europe, Latin America, or from the world cultures studied in the 7th grade curriculum. For example, France serves as a good example of the multi-party system; the Soviet Union and the People's Republic of China as one-party systems; and the United States and Great Britain as two-party systems. Similarly, examples of autocracies, aristocracies, and democracies can be found in the content of the 6th and 7th grade curricula.

It would be important to examine the United States political party system in a cross-cultural context in these lessons, since the object of the section is to help young Americans know their traditions, history, and political system.

FUNCTIONS OF CONSTITUTIONS

GRADE LEVEL: Intermediate (6 and 7)

MAJOR IDEAS:

Constitutions are important, essential, and basic documents for all groups: school clubs, social and professional organizations, and governments. Constitutions...

...provide an organizational framework,
...specify membership (citizenship),
...determine the relationship between government and governed, i.e., a bill of rights,
...and provide for a means of amendment.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. List questions that constitutions are designed to answer, by categories of function.

LEARNING ACTIVITIES:

Have students read the "Hill Street Bicycle Club" handout. Discuss the "what went wrong" question that concludes the handout. (Obviously, you will want the discussion to move to a point at which students will say "They need a constitution.")

Then under the four chalkboard headings below, through guided discussion, have the class place the 20 "Hill Street" questions/comments under the appropriate heading.

A. Organization (Key: 1, 4, 5, 9, 11, 14 ,15, 18)*

B. Membership/Citizenship (Key: 6, 8, 10, 19)

C. Bill of Rights (Key: 7, 12, 13, 20)

D. Amendment (Key: 17)

*Guided discussion is to lead students to the keyed response. The teacher will notice that items 2, 3, and 16 are not included in the keys. None of the three would normally be part of the basic constitution of any group or government.

As the number of the questions/comments are placed under the A, B, C, and D blackboard headings, the students should place A, B, C, and D in the spaces provided by each question/comment on the handout.

For a homework assignment, have students list, in writing, the questions/comments under the four headings, i.e., the four functions of constitutions. To reinforce the lesson the teacher might write these on the chalkboard at the beginning of the next class period.

WHAT DO CONSTITUTIONS DO?

1. They provide organizational framework.
2. They tell us who can be a member or citizen.
3. They tell us what rights members or citizens have.
4. They provide a method for change or amendment.

EVALUATION:

Prepare a matching exercise with the Hill Street comments/questions on the left and these possible answers on the right:

A. Organization
B. Membership/Citizenship
C. Rights of Members/Citizens
D. Method of Change/Amendment
E. Answer Not Here

RESOURCES:

Handout: "The Hill Street Bicycle Club"

THE HILL STREET BICYCLE CLUB

"The meeting is called to order." Mary stood in front of the room, with her best friends Polly and Jane seated at her right and left. The three friends had wanted to organize a bicycle club for a long time. The club could go on bike hikes together, explore the big city, have picnics, and maybe even get the mayor and city council to establish safe bicycle trails in and around the city. Ten girls accepted the invitation to attend the organizational meeting.

After Mary explained what a bicycle club might do, Polly moved to organize the club, and Jane seconded the motion. "Do you want to discuss the motion," asked Mary, "Or are you ready to vote?" Nobody was ready to vote! Ten hands were raised, all indicating a desire to discuss the motion.

An hour later, Mary, Polly, and Jane were disgusted. These questions and comments had filled the hour:

_____ (1) "I want to be president."
_____ (2) "Will we have to pay dues?"
_____ (3) "What rules will the club have?"
_____ (4) "I think we need a treasurer."
_____ (5) "How will we select officers?"
_____ (6) "Can boys join the club?"
_____ (7) "I don't think boys should be allowed to vote."
_____ (8) "Do you have to have a bicycle to be a member?"
_____ (9) "How long can the president serve?"
_____(10) "Can high school girls join?"
_____ (11) "I don't think the president should be elected twice in a row."
_____ (12) "What if a member breaks a rule? Can we kick her out?"
_____ (13) "Can we take her bicycle or make her pay a fine?"
_____ (14) "Who is going to make the rules, anyway?"
_____ (15) "Who is going to enforce the rules?"
_____ (16) "I don't think we need any rules."
_____ (17) "What if we don't like the way the club is organized?"
_____ (18) "Do we all get to vote?"
_____ (19) "Do you have to live on Hill Street to join?"
_____ (20) "Can we kick the president out?"

The last question was the most frustrating of all, because Mary wanted to be president. "The meeting's over," she said. "We're not getting anywhere. As far as I'm concerned, forget the club."

What went wrong?

ONE, A GROUP, OR MANY

GRADE LEVEL: Intermediate (6 and 7)

MAJOR IDEAS:

The power to make decisions that are binding on all members of a group (or citizens) has been disputed throughout human history. Historically, such decisions have been made by one strong leader, an autocracy; by a small elite group, an aristocracy; or by a broad representation of citizens, a democracy. The United States has favored a broad diffusion of governmental power throughout its citizenry and has attempted to achieve this through extension of suffrage.

LEARNING OBJECTIVES:

As a result of this lesson, the students will be able to:

1. Write simple definitions of autocracy, aristocracy, democracy, and suffrage.
2. Give contemporary or historical examples of the three methods of government.
3. Explain the relationship of voting (suffrage) to democracy.

LEARNING ACTIVITIES:

Role play decision-making by the three methods, i.e., autocratically, aristocratically, and democratically. The decision to be made must be important to the class, e.g., should students who are tardy or who cause classroom disruptions be fined? Several days before using this lesson, prepare one student to make the autocratic decision and a committee of three students to make the aristocratic decision. The lesson would be more effective if the autocrat makes a harsh decision, one that is likely to be unpopular, e.g., a student fine of $1.00 for each tardiness and each disruption. Just pose the problem to your three aristocrats. Let them determine their own decision.

To introduce the lesson, make a comment that a serious problem exists and a decision is to be made. Explain, stressing the seriousness and reality of the problem or decision. Then announce that (name of autocrat) has been asked to make the decision, and ask for the decision.

After the autocrat presents his/her decision, the teacher should act as though it is accepted and one student has been allowed to make the decision. Some students may want to protest. If there is no protest, the teacher might have to ask if the stated decision is satisfactory.

Then announce that (names of aristocrats) have also been asked to make the decision. Go through the aristocratic role play.

Finally, the teacher will need to ask for a better way to make a decision that affects all members of the class. Hopefully, some student will suggest a vote by all members of the class.

After discussion, summarize the lesson on the chalkboard, giving the four key words of the lesson for the first time:

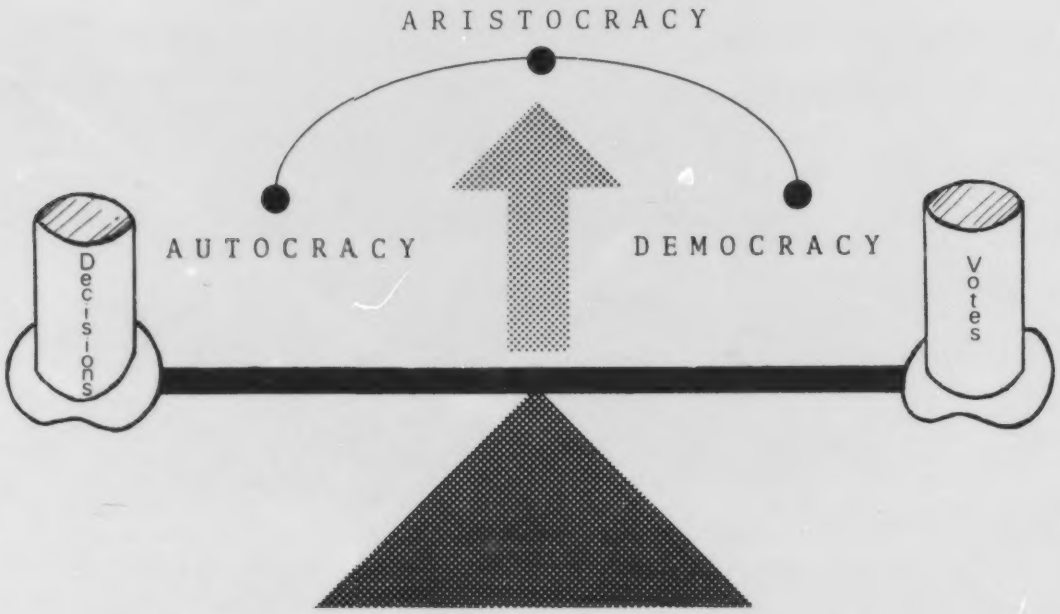
DECISION BY. . .
. . .one student equals autocracy.
. . .a small group of students equals aristocracy.
. . .the entire class through voting equals democracy.

SUFFRAGE IS THE RIGHT TO VOTE.

Give this assignment: Using a good dictionary or encyclopedia, write a definition of autocracy, aristocracy, and democracy. Find and list examples of each of the three forms of government.

EVALUATION:

For an informal evaluation, use this chalkboard illustration, then ask students, orally, to explain the illustration and the relationship of voting to the three forms of government.



RESOURCES:

- Dictionaries and encyclopedias.

THE U.S. CONSTITUTION AND POWER

GRADE LEVEL: Intermediate (6 and 7)

MAJOR IDEAS:

The experiences of the framers of the Constitution with King George III and the English government made them distrust governmental powers. Thus, through the new Constitution, they hoped to create a government in which unbridled and capricious use of power would be avoided. This goal was sought through a separation of the power of government into three branches, each able to check and balance the power of the other two branches; federalism, or a division of power geographically between the single national government and the separate state governments; and direct limitations on the powers of the national and state governments.

The original Constitution gave rise to the doctrine of judicial review. Later, amendments such as the Bill of Rights and the amendments that added to the suffrage served to limit the power of government or to diffuse that power by allowing a broader suffrage.

LEARNING OBJECTIVES:

By using a copy of the United States Constitution, the students will be able to cite:

1. Articles and sections that created a government of separation of powers
2. Articles and sections that limited the powers of government
3. Articles and sections that expanded suffrage.

LEARNING ACTIVITIES:

In preparation for this lesson, give as an assignment these questions:

A. Cite articles, sections, and classes of the U.S. Constitution which established our system of separation of powers.
B. Cite the U.S. Constitution to show how each branch of government can serve as a check and balance on the other two branches.
C. Cite the U.S. Constitution to show at least ten limitations on the exercise of power by government.
D. Cite the U.S. Constitution to show ways that the right to vote has been expanded in our country.

Young students cannot examine the Constitution in its complexity. To keep it as simple as possible, the teacher might want to divide the class into four study groups, one for each of A, B, C, and D above. Students should be able to read through our Constitution, searching for citations relevant to their assignments, e.g., students in the D group will likely cite Amendments 15, 19, and 26 as evidence for expansion of the suffrage.

For the lesson, the teacher might use as an introduction some mention of the distrust of government power the framers of the Constitution held, after the "recent unpleasanture with Engeland." Then ask for and discuss the four study group reports.

To summarize the lesson, stress the importance of the separation of power into legislative, executive, and judicial branches; the operation of checks and balances and the direct constitutional limitations on the exercise of power; the expansion of the suffrage; and also a limitation on power because of the wider diffusion of it. In this regard, refer to the previous lesson on autocracy, aristocracy, and democracy.

ADDITIONAL ACTIVITIES:

If the teacher chooses to make a more extended study of our Constitution, use the kind of questions that follow. (Suggested/sample answers are provided.)

1. What do Constitutions do?

   A. Tell us what we may and may not do.

2. What then, is a Constitution?

   A. It is an original statement outlining an agreement among all affected parties of how a country, state, club, or class shall be operated.

3. Why do we have a Constitution?

   A. To provide order; without it any state, nation, or club would have chaos. Every decision would require a contest. With a Constitution, the limits are understood.

4. How did our American Constitution originate?

   A. It was written by a group of people born in England who were new Americans. They were led by Thomas Jefferson and Alexander Hamilton. It reflects the ideas of great minds.

5. How does our American Constitution differ from others?

   A. Three Great Principles:
      1. Separation of Powers
      2. Federalism
      3. Judicial Review

6. What is Separation of Power?

   A. It is a means of protecting individual freedom by law and assures that no person, branch of government, or department can assume a dominant or oppressive role. The President, the Executive Branch, and the Supreme Court check the power of Congress. Congress checks the Supreme Court and the Executive Branch. The Supreme Court checks the Executive Branch and Legislative Branch.

7. What is Federalism?

   A. It is a system that recognizes the rights and powers of government at different levels. The level called the national or federal government has certain exclusive functions. The units of Federalism (called states) have other powers. The Constitution defines the powers and limitations of each.

8. What is Judicial Review?

A. It is the requirement that the Supreme Court rule on the legality or constitutionality of legislative enactments. Judicial Review insures that the will of the majority is usually implemented, while the rights of minorities are protected. Through Court Reviews, legislative and executive power is limited. The Court must act fairly under written guidelines. They will not be prejudiced or act selfishly. They will invoke the Constitution only when necessary and only when there is no other basis for decision. They will always presume the constitutionality of any legislative or executive decision.

EVALUATION:

Allowing use of the U.S. Constitution, give formal written quiz using such questions as: Where in the Constitution is provision made for...

...the legislative (executive) (judicial) branch of government?
...vote by the President on bills passed by Congress?
...a limitation of the President's power to make treaties with foreign countries?
...the right of Blacks (women) (18 year olds) to vote?

RESOURCES:

Copies of the U.S. Constitution in class quantities.

POLITICAL PARTIES AND PARTY SYSTEMS

GRADE LEVEL: Intermediate (6 and 7)

MAJOR IDEAS:

Although George Washington warned against "factions" and although the U.S. Constitution makes no mention of political parties, such parties have been a part of American history from its beginning. The United States has had and does have third parties, but generally we have adopted a two-party system. Other countries have chosen one-party or multi-party systems. In all three types of party systems, the party serves comparable functions, namely:

1) to nominate candidates for public office
2) to elect those candidates to office
3) to hold them responsible while in office.

Direct (or pure) democracy, as in the New England town meeting, apparently works when the governmental unit is small. Larger groups tend to move to representative democracy. The need to choose representatives has led directly to the formation of political parties.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. List and describe the functions of political parties
2. Compare and contrast our two-party system with single-party and multi-party systems
3. Give some reasons for the development of a two-party system in the United States.

LEARNING ACTIVITIES:

Begin the lesson with an appropriate introduction to the political party system, and have students name as many parties as they can. With help, the students can write parties on the chalkboard, e.g., Republican, Democrat, Socialist, Communist, Prohibition, Progressive, Vegetarian, Federalist, Whig, Conservative, Labor, Liberal, etc. A sample ballot would show the parties forwarding candidates in any current election.

Then distribute the handout, "What Would Happen, If..." Give students time to read and think about the handout, perhaps discussing it in small groups.

In general class discussion, stress these points:

1. In small group associations, parties are probably not necessary even though there may be a variety of opinions among members of the group. Direct democracy can allow differences to be expressed and resolved.

2. In larger associations whose membership is widely distributed geographically, some form of representative government seems to be needed. This gives rise to the need for nomination of a few candidates, to be voted on by the total membership of the association. The variety of opinion in a larger association would tend

to be represented by different candidates supported by people sharing common viewpoints, thus forming a "faction", or party, within the association.

3. What is true for large associations tends to be true of the governments of states and nations.

4. Governing large groups seems to call for political parties. Political parties are voluntary associations of individuals, joined together to affect public policy decisions. They attempt to do this by:

    a. nominating candidates for public office
    b. campaigning for election of their candidates
    c. holding the elected officials responsible once in office.

5. The last item, D on the handout, concerns one-party, two-party, and multi-party systems. If time permits, discuss the questions included in D; if not, carry over these questions into the next lesson.

After summarizing the lesson, ask your students as a homework assignment to talk to three adults about the one-party, two-party, and multi-party questions. A specific question might be most effective, e.g., "Would you vote for a 3rd party candidate?" "Would you like the U.S. to have many competing parties, as in France? or just one party, as in the Soviet Union?"

EVALUTION:

Short answer question for quiz: "What three functions are performed by political parties?"

RESOURCES:

Handout for Lesson 4, "What Would Happen, If..."

WHAT WOULD HAPPEN, IF...

A. You are a member of a small club. All 15 members live within two blocks of each other. You all know each other and are good friends.

1. You need to elect club officers for the next year. How do you do it?

2. Some members think that club dues should be raised. How do you make this decision?

3. Two members think that the club president should be removed from office immediately. How do you handle this?

B. Miraculously, your club has increased its membership immensely. You now have 40,000 members, scattered all over the United States.

. . .Now, how would you handle 1, 2, and 3 above?
. . .Would direct democracy work in this large club?

C. In what way is governing our state and nation like governing a large club? What do political parties do to make government on a large scale possible?

D. How many political parties are needed to produce good government in a state or nation? Would one party be enough? Two? Or do we need many parties?

THE TWO-PARTY SYSTEM IN THE U.S.

GRADE LEVEL: Intermediate (6 and 7)

MAJOR IDEAS:

Presidential government is accepted as the major reason for our two-party system in the United States. Because the President gains office by majority vote of a national constituency, a two-party system was almost inevitable. In parliamentary governments, where the chief executive is elected by the national legislature, a multi-party system seems to flourish. (Even a minor, regional party can elect one or two members of parliament, even though it has little national appeal.)

The creation of majority support behind candidates and/or public policies is the task of any political party, whether the party exists in a one party system, a two-party system, or a multi-party system.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. Explain the impact of presidential government on the party system in the United States, using it as the explanation of our two-party system.
2. Show how each of the party systems attempts to build a majority in support of candidates and/or public policies.

LEARNING ACTIVITIES:

Distribute the handout, "Elections in the Republic of Pleasant Valley", reading it with the class, but stopping at the broken line, and adding any explanations that seem to be needed. Appoint a party leader for each of the seven parties and give each party leader a slip of paper indicating how many votes his party will cast, as follows:

Red Party	400,000	Green Party	500,000
Orange Party	400,000	Blue Party	500,000
Yellow Party	700,000	Indigo Party	300,000
		Violet Party	200,000

Call for the vote, recording it by candidate, party, and anme on the blackboard. Students should record vote totals on handout.

Then tell the class that the president of Pleasant Valley must win office by majority vote! (One more than 1/2 of the 3 million votes cast, or with a vote of 1,500,000 or more.)

Now raise the important question of this lesson, "How can a party or a candidate win a majority vote in Pleasant Valley?" After some discussion, direct student attention to the method of election in Pleasant Valley. Go through the election again, using the two-party system rather than the multi-party system. To determine a winner, the Violet Party chairman must report only 10,000 votes for Pete Pleasnat, the GBIV candidate. This will produce a vote of : 1,500,000 for Sam Smiles, 1,400,000 for Pete Pleasant.

The Violet Party chairman should explain, with prior coaching, that 100,000 members of his party didn't like the new GBIV Party enough to vote. They stayed home on election day.

Reinforce the lesson by stressing the following points:

1. Our U.S. President is elected by popular vote of people all over the nation.
2. Our Presidents, as in Pleasant Valley, must win office by majority vote.
3. If we had many parties, each with a presidential candidate, no candidate would likely win the required majority.
4. The way we elect our Presidents is the most likely cause of our two-party system.

Time permitting, the teacher could explain that most multi-party systems exist in countries with parliamentary systems, where the minor parties elect members of the national legislature. It is at the legislative level that the various parties compromise and vote together to be able to give a majority vote to their elected chief executive.

EVALUATION:

By informal class discussion and questions, check to see if the class achieved the lesson objectives. These questions will assist in evaluating the lesson's success:

1. Why didn't any of the candidates win in the first Pleasant Valley election?
2. What vote was needed for victory?
3. What change took place in Pleasant Valley so that a president was selected in the second election?
4. In what ways was the second election like elections in the United States?

RESOURCES:

Handout for Lesson 5, "Elections in the Republic of Pleasant Valley."

ELECTIONS IN THE REPUBLIC OF PLEASANT VALLEY

Pleasant Valley is a small country of six million people. Some of the people are farmers, some are businessmen, and some are laborers. There are also doctors, lawyers, teachers, accountants, dieticians, and engineers, as well as students and children in Pleasant Valley. Legal voting age in Pleasant Valley is 18. Four million people can vote.

That is important, because Pleasant Valley is about to elect a new president. Here are the candidates:

	CANDIDATE	PARTY	PLATFORM
_____	Fred Farmer	Red	High prices for farm products
_____	Bill Business	Orange	Good highways, low taxes
_____	Terry Taxed	Yellow	Low taxes, less government
_____	Larry Laborer	Blue	High wages, full employment
_____	Connie Consumer	Green	Low prices, low taxes
_____	Penny Professional	Indigo	Raise taxes, better government
_____	Nelson Nix	Violet	No taxes, no government

Let's vote! Record votes received by each candidate in spaces above. Who won?

_____

Let's try another election. But this time some changes have occured. The Red, Orange, and Yellow parties have gotten together to form a new party, the ROY PARTY. So have the Green, Blue, Indigo, and Violet parties. They call their party the GBIV PARTY (gee-biv). In this election, below are the candidates, parties, and issues:

	CANDIDATE	PARTY	PLATFORM
_____	Sam Smiles	ROY	Good highways, good farm prices, low taxes
_____	Pete Pleasant	GBIV	Full employment, low prices, better government

Let's vote! Record votes received by each candidate in spaces above. Who won?

_____

SECTION V

THE AMERICAN PARTY SYSTEM

GRADES 8 AND 9

THE AMERICAN PARTY SYSTEM
(FOCUS: LOCAL, STATE, NATIONAL)

LESSONS:

1. Functions of Political Parties
2. Development of Our Two-Party System
3. Party Structure
4. Precincts and Elections
5. What Is A Politician?

INTRODUCTION:

The focus of the five lessons in Section V was selected to be consistent with the 8th grade U.S. History and the 9th grade Civics sections of the Indiana social studies curriculum. For schools not offering a social studies course in the 9th grade, the lessons can be utilized in any course so that the mandated five periods of instruction about politics and government before each general election may be fulfilled.

The lessons call for study of elections at three levels: local, state, and national.

The five lessons provide a splendid opportunity for enriching instruction by use of community resources, either by having students go into the community for interviews and information gatherings, or by bringing community individuals into the classroom as guest speakers. The study of politics and the political process should be concerned with reality and the real world. Use of our community resources can help us achieve a high quality of instruction. Students should be asked to interview local government office holders, local candidates, and local party leaders. Leaders of special interest groups are useful educational resources. League of Women Voters members and faculty members of colleges and universities can be helpful. Editors, journalists, and individuals representing the electronic media can be helpful, also.

LESSON ASSIGNMENTS:

Pre-planning for the five lessons requires specific assignments; some for individual students, some for small committees, and some for all students. The key below is used to designate the types of assignments:

AS All Students Assignments
SC Small Committee Assignments
IA Individual Assignments

The assignments are grouped by type with lesson designation also given. The lesson designation indicates that the assignments are to be completed prior to the day the lesson is to be taught.

Important: All assignments should be made well before Lesson 1 is scheduled. It is probably easiest to make all assignments at one time, perhaps one week before teaching the five lessons.

AS
Lesson 1 "Interview three adults, seeking information that will help answer these questions:

What is a political party?
What do parties do?

How are parties organized?

Take and keep interview notes. They will help you in later discussions about the American party system."

AS
Lesson 3 "Find out the name of the precinct in which you live; e.g., B of the 6th Ward, A of Honeywell Township, etc. and the name of your precinct committeeperson, Republican or Democrat. While you are doing this, also find out who your vice-committeeperson is."

SC
Lesson 1 "Collect all of the political campaign materials you can locate for display in the classroom. You may ask other classmates to help you."

SC
Lesson 3 "Read the section in Here Is Your Indiana Government on "Party Organization." It is in the appendix under the general title The A-B-C of Politics. As a panel, be able to explain the diagram showing the structure of political parties.

IA
Lesson 4 "Interview a precinct committeeperson, seeking information that will help you and members of the class answer these questions:

How does one become a precinct committeeperson?
What do committeepersons do?
How big is a precinct in terms of area? in number of voters?
Do precinct committeepersons get paid?
Is it an enjoyable job?

Be certain to keep notes on your interview, so that you can explain to the class what you have learned."

*Obviously, this assignment must be given cautiously and be carefully monitored. If a parent or someone well-known to the student is not available, a telephone interview might be in order. In that case, several such interviews could be arranged for several students.

SC

Lesson 5 — Conduct a survey of 15 adults and 15 students. Write the results as a committee report to be given in class. Here are the survey questions:

1. What is your definition of "politician"?
2. Name five people you consider to be politicians.
3. Do you think of George Washington or Abraham Lincoln as politicians?
4. Do you know any politicians, personally? If so, how do you regard them?

IA

Lesson 5 — This assignment is for the teacher. Invite two political leaders to the class for the fifth lesson, to discuss with the class the lesson title and question:

"What Is A Politician?"

One should be a Democrat and one a Republican. The county chairperson will help you locate the two resource people.

Ask each guest to tell a little about himself or herself, what political activity he/she participates in, why he/she does it, and so on. Then let your students ask questions. Properly arranged, this will be a valuable experience.

FUNCTIONS OF POLITICAL PARTIES

MAJOR IDEAS:

In any system of representative democracy, political parties serve three indispensible functions. Parties...

1. nominate candidates for public office
2. campaign for the election of nominated candidates
3. assume responsibility for the conduct of the elected officials of their party.

Political parties serve also to mobilize voters, to register voters, and to get voters to the polls on election day. Parties educate voters about currently important public policy issues through party platforms, political debates, and statements by party leaders.

In light of the important role of political parties in our system of government, we must help young citizens understand that role. This is especially so because of the treatment given politicians/parties by the print and electronic media, political cartoonists, and loose statements in the community; e.g., "would you want your son or daughter to marry a politician?" or, "which person would you least trust, a politician or a used car salesperson?"

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. List and give examples of the functions served by political parties, including the nomination, election, and responsibility functions
2. List and give examples of the mobilization of voters function
3. List and give examples of the education on public policy functions.

LEARNING ACTIVITIES:

Begin the lesson with an appropriate statement which will elicit a list of the activities of political parties and politicians. Write on the chalkboard: WHAT DO POLITICAL PARTIES AND POLITICIANS DO? (This will proceed much faster if you use the assignment called for in Lesson 1, all students.) List all of the kinds of political activities the students know about or have listed on the assignment handout. Your chalkboard listing should contain such activities as these:

1. put up candidate bill boards
2. raise campaign funds
3. have Lincoln Day dinners
4. have Jefferson-Jackson Day dinners
5. have nominating conventions
6. adopt party platforms
7. transport voters to the polls
8. go door to door registering voters
9. register voters in schools
10. have debates
11. advertise on TV, radio, and newspapers
12. have "Candidate Day" at fairs
13. criticize officials of the other party

14. vote together in legislative bodies
15. have candidate "coffees"
16. sell tickets to fundraising events
17. take positions on issues
18. use telephone banks to call voters
19. elect precinct committeepersons
20. select party members to serve on election boards
21. have primary elections
22. search out good candidates and urge them to file
23. use slogans
24. hold news conferences
25. answer questions of reporters and voters
26. shake a lot of hands
27. develop campaign plans
28. elect county party chairperson
29. appoint vice-committeeperson
30. arrange for polling place
31. arrange for meals for the election board
32. pass out candidate cards at polling places
33. write articles for newspapers and magazines
34. attend public meetings
35. slate candidates
36. compile voter lists
37. conduct voter polls
38. design and broadcast thirty second spot advertisements
39. criticize the policies of the party in power; i.e., foreign policies, economic policies, social policies
40. support the policies of the party in power, as above

Almost any such listing will be appropriate if it contains at least three examples of each of the five political party functions listed below (if it doesn't, the teacher should insert such, judiciously, as the list is being compiled!)

1. Nominating candidates
2. Electing candidates to office
3. Holding elected officials responsible
4. Mobilizing voters into a majority
5. Educating voters

Conclude the lesson by giving the assignment that the students list 3-5 examples of party or political activity under each of these headings:

1. Nominations
2. Election
3. Responsibility
4. Mobilization
5. Education

Explain the five categories briefly, indicating that these are the five important functions served by political parties in our system.

EVALUATION:

The quiz provided for Lesson 1 will help determine the extent to which the students achieved the stated objectives of the lesson. Informal observation will give some indication if the lesson helped to create interest on the part of the students in politics and a greater appreciation for the role political parties play in our political process.

RESOURCES:
The "Interview Form" quiz for Lesson 1.

Interview Form: The American Party System

Interviewer _____ Date due _____

Directions: Each member of the class will interview three adults using the three general questions below. Use a separate interview form for each person interviewed. Assure them that their names will not be used in your report except with their permission. Take notes of your interviews in the space provided.

I. WHAT IS A POLITICAL PARTY?

II. WHAT DO PARTIES DO?

III. HOW ARE PARTIES ORGANIZED?

THE FUNCTIONS OF POLITICAL PARTIES

QUIZ

NAME _____
SCORE _____ GRADE _____

Short Answers: (15 points) The five functions of political parties in our political system are listed below. List three examples of the ways our parties attempt to serve each of the five functions.

Parties nominate candidates for public office.

1. _____

_____

2. _____

_____

3. _____

_____

Parties campaign for the election of their nominated candidates.

4. _____

_____

5. _____

_____

6. _____

_____

Parties hold elected public officials responsible.

7. _____

_____

8. _____

_____

9. _____

_____

Parties mobilize voters behind party platforms and positions.

10. _____

_____

11. _____

_____

12. _____

_____

Parties educate voters on public policy issues.

13. _____

_____

14. _____

_____

15. _____

_____

Essay: (10 points) Write your answer to the question below on the back of this sheet. Think before you write! Attempt to be: clear, correct, concise, and complete.

Assume political parties did not exist:

1. Recommend ways to serve each of the five functions now served by parties through some other process; and
2. Would you recommend the creation of parties? Why or why not?

Grades 8 and 9
Section V
Lesson 2

THE DEVELOPMENT OF OUR TWO-PARTY SYSTEM

MAJOR IDEAS:

Although political parties are not mentioned in the United States Constitution, parties or factions have been a part of our political history from the beginning. In the era of the American Revolution, Whigs and Tories divided over the issue of independence from England. In the constitutional period, Federalists and Anti-Federalists disagreed over the issue of a strong national government. Later, Thomas Jefferson and Alexander Hamilton became spokesmen for the Democractic-Republican and Federalist parties. Today, the Democratic Party and the Republican Party take positions on vital public policy issues that are often at variance and sometimes at opposite ends of the political spectrum.

In short, our political parties have developed because of basic disagreements on issues vital to the nation.

In one lesson, however, a short cut is needed. Lesson 2 proposes a short cut first, in the interest of time, and second, in the interest of two interrelated fundamental concepts:

1. the concept of majority rule
2. the concept of an "umbrella" party system.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. Use the concepts of majority rule and of an "umbrella" party system to explain the development and behavior of political parties in our nation.

LEARNING ACTIVITIES:

This lesson uses an inductive approach in the first part of the period, then shifts to a deductive approach. The inductive portion consists of a very tightly controlled simulation. The role play cards force fixed responses. It is not the simulation that the teacher wants the class to examine and think about, but rather the results obtained by the simulation. Try to do the simulation quickly.

Present this situation to the class:

"A new high school has just opened. School colors, a school symbol, and a school athletic team name have not been chosen. The senior class is to make those selections.

You are senior class members called together to represent different views expressed by members of your class about colors, symbols, and team names they like. Decisions on this must be made in the meeting."

Then distribute the seven role cards to seven small groups in the class. Ask them to read the cards and prepare to begin the simulation. There may be questions Avoid as many as possible, and proceed with the simulation. Call attention to the suggestions on the blackboard, and ask for a representative to speak in favor of the first combination.

Green	Red	White	Blue	Orange	Pink	Purple
Snakes	Wildcats	Tigers	Hawks	Doves	Eagles	Toads

(Use the above format on the chalkboard. What can students say about their role card color, symbol, and team name except that "I like these and a lot of my friends do, too." Keep this campaigning very short!!)

1st Vote	10	15	50	50	10	10	5
			N E G O T I A T I O N				
2nd Vote	0	10	55	60	15	5	5
			N E G O T I A T I O N				
3rd Vote	0	5	80	40	15	10	0

Keep the negotiation periods under five minutes. Students are not making any decisions that require much time; they are simply acting out their prescribed roles.

In the final portion of the lesson, stress first that there was no clear winner in the first and second round of voting. None of the combinations of colors, symbols, or team names won a majority vote of one more than one-half of the votes, 76 in this case. The third vote did produce a winner.

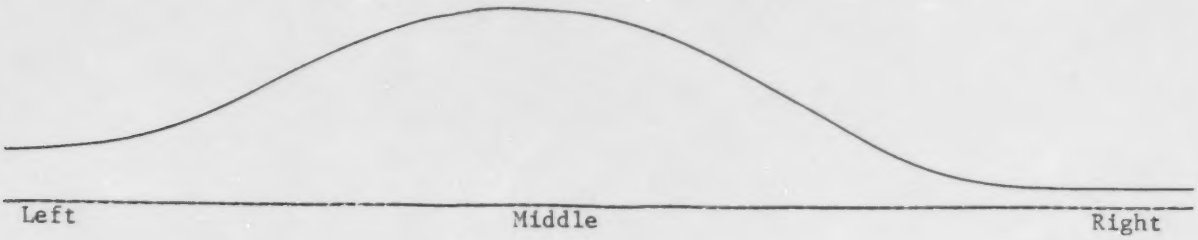
Discuss with the class what happened. The teacher might begin the discussion with a question, addressed to the WHITE, now BLUE and WHITES, designed to elicit a response denoting the process used to attract a majority vote.

A second discussion question should lead to an important insight, and should be designed to encourage students to examine the voting patterns; whether the votes gravitated to the extremes, to the left or right, or to the middle.

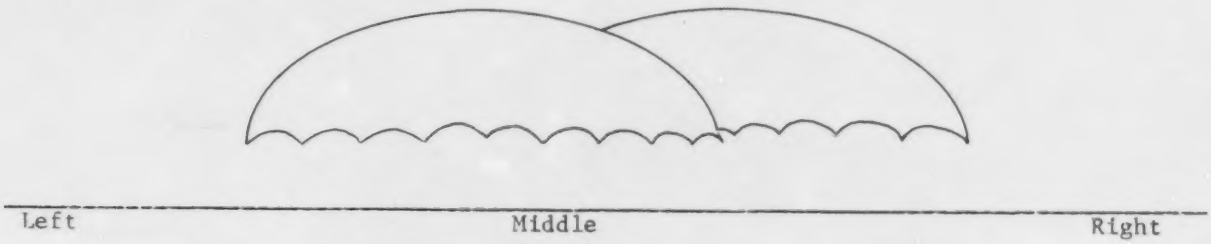
To this point, the lesson has been inductive. It now becomes deductive. The teacher wants the class to deduce some characteristics of the actual political system from the results of the simulation. Put this continuum on the chalkboard:

Left — Middle — Right

Then ask a question designed to elicit the response that most American voters are political moderates, rather than left- or right-wing radicals.



Following this, add the curve to the continuum. Continue the discussion by asking to whom an intelligent party chairperson would appeal for votes.



Then draw umbrellas over the curve, denoting the parts of the continuum to which each of the major parties addresses platforms and programs for maximum acceptance. Conclude lesson at this point.

EVALUATION:

Use either or both of these questions as short answer items on a unit examination:

1. In general, how do our major political parties attempt to build governing majorities?

2. What impact has the idea of majority rule had on the development of our party system?

RESOURCES:

Role play handouts for Lesson 2.

ROLE CARD: GREEN, X, SNAKES

1st Vote:	10 for Green, X, and Snakes
1st Negotiation:	offer all ten votes to Blues if they will change their + to X
2nd Vote:	10 to Blues, but require them to change their symbol first!
2nd Negotiation:	Because you have no votes left, no one will negotiate with you.
3rd Vote:	Pass: you have no votes

ROLE CARD: RED, △, WILDCATS

1st Vote:	15 for RED, △, WILDCATS
1st Negotiation:	go to both Whites and Blues, offering 5 votes if they will take the Wildcats as team name.
2nd Vote:	10 for RED, △, WILDCATS; 5 for WHITE, □, and now, WILDCATS
2nd Negotiation:	Accept WHITE'S offer when made. You'll give 5 votes.
3rd Vote:	5 votes for RED, △, WILDCATS; 5 votes for WHITE, ⧋, WILDCATS.

ROLE CARD: WHITE, □, TIGERS

1st Vote:	50 votes for WHITE, □, TIGERS.
1st Negotiation:	Quickly accept REDS offer of 5 votes if you change team name to WILDCATS. Don't make any offers yourself.
2nd Vote:	All 50 votes for WHITE, □, and now WILDCATS
2nd Negotiation:	Offer REDS a change in your symbol by adding their △ to your □ to make ⧋. You will get 5 votes for your efforts. Go to BLUES and offer to add their color to yours to make BLUE and WHITE. You will be well rewarded for your efforts.
3rd Vote:	55 votes for BLUE and WHITE, ⧋, WILDCATS.

ROLE CARD: BLUE, +, HAWKS

1st Vote: 50 votes for BLUE, +, HAWKS

1st Negotiation: Accept GREEN'S offer of 10 votes if symbol is changed from + to X.

2nd Vote: 50 votes for BLUE, X, HAWKS.

2nd Negotiation: Reject offer of 5 votes from the REDS if team name is changed to Wildcats. The students you represent don't like animal names. But 20 of your votes defect on WHITE'S offer.

3rd Vote: 40 votes for BLUE, X, HAWKS.

ROLE CARD: ORANGE, △, DOVES

1st Vote: 10 votes for ORANGE, △, DOVES.

1st Negotiation: Go to PINKS. Offer to change the team name from Doves to Eagles for 5 votes.

2nd Vote: 10 votes for Orange, △, EAGLES.

2nd Negotiation: Sit tight. Don't negotiate.

3rd Vote: 15 votes for Orange, △, EAGLES.

ROLE CARD: PINK, □, EAGLE

1st Vote: 10 votes for PINK, □, EAGLES.

1st Negotiation: Agree to give ORANGES 5 votes if they take Eagles as their team name.

2nd Vote: 5 votes for PINK, □, EAGLES; 5 votes for ORANGE, △, EAGLES.

2nd Negotiation: Talk, but don't deal.

3rd Vote: 5 votes for PINK, □, EAGLES.

ROLE CARD: PURPLE, ○, TOADS

1st Vote: 5 votes for PURPLE, ○, TOADS.

1st Negotiation: Offer your 5 votes to anyone if they will adopt the team name of TOADS.

No one will deal with you.

2nd Vote: 5 votes for PURPLE, ○, TOADS.

2nd Negotiation: Make the same offer again. Still no deals. No one will accept TOADS. Finally, you all decide to vote for PINK, □ EAGLES.

3rd Vote: 5 votes for PINK, □, EAGLES.

PARTY STRUCTURE

MAJOR IDEAS:

The structure of our two major parties illustrates representative democracy. Party structure parallels the organization of American government at the local, state, and national levels.

To build a party structure, rank and file party members in a precinct elect a precinct committeeperson, who in turn appoints a vice-committeeperson. All of the committeepersons of a county elect a county chairperson and a vice-chairperson. This pyramid builds through the district committee, the state central committee, and the national committee. This spiral of the election of leaders to the next level of party organization is based on a concept of representation developed in western democracies.

Party structure parallels the organization of our government for good reasons. Parties want to win elections. Since some elections are local, parties must have a local organization. To win at the congressional district level or the state level, a parallel organization is needed. Election of the American President and Vice-President has given rise to a national party organization, even though our two national parties are considered weak compared to national parties in other western democracies.

Indiana, in terms of its state party organizations, ranks high nationally. Both of our parties are well organized and financed and both are capable of winning elections. Indiana has been regarded as a swing state, voting a Republican majority in some periods and a Democrat majority in others. Indiana has a competitive state-wide two-party system, but with areas of the state which are dominated by one or the other of our major parties.

LEARNING OBJECTIVES:

As a result of this lesson, given a blank pyramid diagram of political party structure, students will be able to:

1. Name the party committees from precinct, through county, district, state, and national levels
2. Show the representative nature of party organization through election of party officials at the various levels of the party
3. Explain the relationship of party structure to the organization of government at the local, state, national levels in terms of the election of public officials at those levels.

LEARNING ACTIVITIES:

Start the lesson at the precinct level, by asking students to report on the AS (all students) assignments given in preparation for this lesson: "What precinct do you live in, who is your committeeperson, who is your vice-committeeperson?"

List responses on the chalkboard, under the two general categories of Republican and Democrat. Under each of those categories, there might be four subheadings:

STUDENTS PRECINCT COMMITTEEPERSON VICE-COMMITTEEPERSON

Many students will live in the same precinct; all of them should live in no more than four or five precincts, unless the school draws from a very large area. Thus, the teacher should be able to list student responses fairly quickly. Ask if any students know personally any of the present committeepersons or vice-committeepersons. If there are some affirmative answers to the question, you might want to follow-up on these leads. Committeepersons can answer many questions.

Move next to the panel presentation called for by the SC (Small Committee) assignment given in preparation for this lesson, the report on "Party Organization" taken from Here Is Your Indiana Government. The teacher can increase the effectiveness of this presentation by placing the blank pyramidal diagram on the chalkboard before the panel begins its report. Have panel members name the various committees as they report, thus filling in the diagram. Students should place the diagram and information given by the panel in their notebooks.

To conclude the lesson, draw dotted lines across the diagram, separating the county level of the party from the district level, and the district level from the state level. Then ask a question designed to elicit student discussion of why political parties are organized at the local, district, and state levels.

In preparation for Lesson 4, "Precincts and Elections" the teacher might check with the student(s) who were asked to interview the precinct committeeperson to see if they are prepared.

EVALUATION:

Use the blank party structure pyramid diagram as a quiz item or put it on the chalkboard for an informal check on student learnings.

RESOURCES:

Copies of Here Is Your Indiana Government.

STRUCTURE OF POLITICAL PARTIES
(Read from bottom up)

State Chairperson and
Vice-Chairperson

elects

State Central Committee

chm, and vice-chm, from the eleven districts constitute

District Chairperson and
Vice-Chairperson

elects

District Committee

all in congressional district constitute*

County Chairperson and Vice-Chairperson

elects

County Committee

all in county constitute

Precinct Vice-Committeepersons

appoint

Precinct Committeepersons

elect

Political Party Voters in May Primary

* Exceptions to this provision occur in counties which contain one district wholly within their boundaries, plus part of one or more additional districts also within their borders (Lake and Marion counties). In such instances, each political party may establish its own rules governing the naming of county representatives.

PRECINCTS AND ELECTIONS

MAJOR IDEAS:

The local focus of American politics is best illustrated by the political precinct. Even national presidential politics is precinct politics, in that votes are cast at the precinct level. Because votes are cast at the precinct level, election outcomes are determined at that level, regardless of the level of the office sought.

Indiana has approximately 4500 political precincts. Both of our major parties can have a committeeperson and vice-committeeperson in each precinct. This gives a total of 18,000 precinct officers in the state; 9,000 Democrats and 9,000 Republicans. Precinct political leaders far outnumber party officials and elected officials at all other levels. This number gives the precincts and committeepersons their political power.

Indiana conducts its elections locally. The 4,500 polling places in the state are controlled by 4,500 Election Boards. Each board is composed of an inspector and judge of one party, and a judge from the opposition party. The Election Board is assisted by two clerks, two assistant clerks, and two sheriffs. This means that in any election, some 40,500 citizens are utilized (9 at each polling place x 4,500 precincts) in the voting process. All of these citizens are residents of the precinct in which they assist in the voting process, and are selected for their positions by precinct committeepersons.

Political participation opportunities are numerous at the precinct level. Students tend to be unaware of the precinct as an important part of their political environment. This lesson and Lesson 5 are designed to inform students of the importance of the political precinct and of the opportunities for political participation at the precinct level.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. Describe the political precinct within the context of local, state, and national politics, indicating in that description an understanding of the local nature of American politics.

LEARNING ACTIVITIES:

Most of the class period will be used for reports of student political reporters; in discussion of their reports; and in seeking answers to the questions on their interview forms. The teacher might want to begin the lesson with some general information:

1. The precinct is the political unit closest to the people; it truly is "grass roots."
2. Indiana has about 4,500 political precincts.
3. The precinct is the basic unit of our entire party structure.

4. The numbers of voters in precincts range from 250 to 1,000.
5. Elected precinct committeepersons direct political activities in the precincts.

Then distribute the reporter interview forms to the entire class and have the panel of reporters, 3-5, report what they learned. They might be encouraged to describe the committeepersons interviewed (name, party, occupation, age).

Conclude the lesson by reminding students that on the next class day the discussion will focus on the question, "WHAT IS A POLITICIAN?"

EVALUATION:

Quiz with specific who, what, when, where questions. It would probably be wise to tell students in advance of this lesson that they will be tested over it. It is an option to allow students a page of notes for use in taking the quiz.

RESOURCES:

"Interview Form: Precinct Committeeperson" and student reports on those interviews.

INTERVIEW FORM: PRECINCT COMMITTEEPERSON

Date of Interview: _____ Reporter: _____

Interview directions: Arrange for the interview by phone, well in advance. Be very clear as to date, time, and place of the interview. Indicate to the committeeperson that your class is studying party organization in Indiana and that your assignment is to find out about precincts, committeepersons, and what committeepersons do. Thank the committeeperson for being available and conclude by saying you look forward to the interview.

In the interview, after you have introduced yourself and thanked the committeeperson for seeing you, you might start with a question such as: "How long have you been a committeeperson?" This will ease you into the assigned questions as follows:

1. How are committeepersons and vice-committeepersons selected? What are the length of their terms? Are committeepersons paid?

2. How many voters in your precinct? Is your precinct Republican, Democrat, or fairly even? Are most of your voters inner-city, rural, suburban? Rich, poor, middle-class? White, Black, Ethnic? Business, professional, laborer, agricultural? Are there any distinctive characteristics of precinct voters?

3. How big is your precinct, geographically? What are its boundaries? What is it called, e.g., C of the 1st Ward?

4. What do you do as a committeeperson?

   _____ can you register voters?
   _____ what does "polling the precinct" mean?
   _____ what is a poll book?
   _____ do you know which voters are Republicans and which are Democrats?
   _____ as a (Republican)(Democrat), would you register a (Democrat) (Republican)?
   _____ how do you get out the vote on election day?
   _____ do candidates of your party visit you to ask for your support?

5. On election day, what do you do?

   ____ where is your polling place?
   ____ who arranges for it?
   ____ how many election officials are there?
   ____ who appoints them?
   ____ who arranges for their meals?
   ____ who pays for the election?

6. Do you like being committeeperson? Why do you do it?

You might not get to all of these questions. Some will not be appropriate for the committeeperson and precinct. Other questions will come up as the interview proceeds.

WHAT IS A POLITICIAN?

MAJOR IDEAS:

A dictionary definition of the word "politician" generally indicates that a politician is a person experienced in the art or science of government, engaged in the business of government or of a political party, and is sometimes politically involved for personal, selfish, or temporary reasons.

Dictionaries are kinder to politicians than is the stereotype the word brings to our minds. Typically, or stereotypically, we see politicians as cigar-smoking, bombastic, self-serving, untrustworthy individuals. "Would you want your son or daughter to marry a politician?" is not simply a question; it reflects our stereotype of politicians.

Other words are less pejorative, e.g., political leader, political advisor, and statesman. We seem to view sitting Presidents as politicians, deceased Presidents as statesmen.

It is true, no doubt, that some of our political and governmental leaders deserve low esteem; but it is also true that not all of them merit our scorn or ridicule.

Lesson 5 is designed to help students see the reality of politics and politicians more accurately and honestly.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. Describe the stereotypical view of politicians.
2. Contrast that view with a more balanced and accurate view.

LEARNING ACTIVITIES:

The report of the survey should provide enough content for the class period. If you have invited politicians to the class as resource persons, so much the better. Just keep the report short, letting the guests join in the discussion.

In either case, in general class discussion, focus attention on:

1. Stereotypes of politicians.
2. The reality of the political process.

As is true of most stereotypes, we generalize the word "politician." We distrust politicians, in general, but we like and trust Ms. Jones, whom we know, but who happens to be a politician!

Discussing the results of these survey questions can give students an appreciation of the problem of stereotyping:

1. What is your definition of "politician"?
2. Name five people you consider to be politicians.
3. Do you think of George Washington or Abraham Lincoln as politicians?

4. Do you know any politicians personally? If so, how do you regard them?

EVALUATION:

Use this question as a short answer item or as an opening question for general class discussion:

"Give your definition of the word 'politician.' Then compare and contrast your definition with those given by the adults and students questioned by the survey committee."

SURVEY FORM: "WHAT IS A POLITICIAN?"

Directions: You are to conduct a survey of fifteen adults and fifteen students. Survey questions are given below, with sufficient space after each question to record the answer given by each respondent. This is to be a face-to-face survey. Indicate to each respondent you interview that it is a class project; that the responses will be reported without personal identification and that you would appreciate the help on the survey.

Be certain to ask the questions in order given. Do not reveal all of the questions at the beginning of the survey interview. Raise the questions one by one and in the order given:

QUESTIONS

1. What is your definition of the word "politician?"

2. Name five people you consider to be politicians.

3. Do you think of George Washington or Abraham Lincoln as politicians?

4. Do you know any politicians personally? If so, how do you regard them?

Check

_____ Adult Respondent

_____ Student Respondent

Survey taken by: _____
(Your Name)

SECTION VI

ELECTORAL POLITICS

GRADES 10 AND 11

ELECTORAL POLITICS

LESSONS:

1. Why Vote?
2. Who Can Vote?
3. Who Does Vote?
4. Campaign Persuasion
5. The Role of Polls

INTRODUCTION:

Knowledge of the voting process and an awareness of the responsibility of the individual voter to make informed and objective political decisions are crucial to students who are nearly the age of electoral majority. This series of lessons for grades 10 and 11 challenges students to seriously consider, perhaps for the first time, their motivations to vote, and their individual roles and responsibilities as citizens in a democracy.

The legal aspects of the voting process are considered at some length, so that students may not only know the history of suffrage in America, but also so that they are aware of the requirements individuals must fulfill in order to vote. The extent of voter participation is an important aspect in the outcome of any election, and in this series of lessons, students will be able to use actual statistical tables to draw conclusions about the extent of voter participation, as well as gain skill in interpreting data presented in statistical tables.

Methods used to influence voters are a major component of any political campaign; these lessons will give students the opportunity to identify various propaganda techniques and to take into account the effect of propaganda both on their own campaign reactions and the effect of propaganda techniques on an election outcome.

Political polls and pollsters have a powerful influence in selecting and electing candidates. Students will be introduced to polling methods, how the results of polls can be manipulated, and their responsibility to be aware of how polls are conducted in order to accurately evaluate the results of any political poll.

WHY VOTE?

MAJOR IDEAS:

Understanding registration and voting procedures does not guarantee that students will be motivated to actually vote. In this lesson, students will examine reasons why people do and do not vote. After studying both positive and negative ideas, students will be challenged to develop their personal lists of reasons why they should make a commitment to political participation as voters.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. List specific reasons why people vote.
2. List specific reasons why people don't vote.
3. State a personal conclusion of the reasons that would best motivate them to vote.
4. Describe cases where one vote made a difference.

LEARNING ACTIVITIES:

1. Introduce this lesson with the fact that not everyone who is eligible to do so exercises the right to vote. Subsequent lessons will describe patterns of voter behavior. This lesson examines the reasons individuals cite for voting or for deciding not to vote.

2. Ask students to think of reasons why they should vote and reasons why they might not vote. Write their answers on the chalkboard in two columns labeled "Why People Vote" and "Why People Don't Vote."

3. Next distribute copies of the handout, "Why People Vote." Discuss these reasons for voting by asking the following questions:

   a. Which reasons had been listed in class discussion? Which reasons were not mentioned? Why do you think they were left out?

   b. Who on the handout states the most important or more valid reason for voting? Why is this reason most valid?

   c. Rank the nine statements in the order that they appeal to you as the reasons why you should vote. (Rankings might be compared among the class by a quick tally on the board.)

4. Distribute copies of the handout, "Why People Don't Vote." Again, discuss the handout through questions:

   a. Which reasons had been listed in class discussion? Which reasons were not mentioned? Why do you think they were left out?

   b. Who on the handout states the <u>least</u> important or <u>least</u> valid reason for not voting? Why is this reason least valid?

c. Rank the seven statements in order that they appeal to you as valid reasons why people don't vote. Put the most valid reason first. (Rankings might be compared among the class by a quick tally on the board.)

5. Draw the attention of the students to George's statement that, "One person's vote really won't make any difference." Ask students if they agree or disagree with George, and why? After discussion, direct students to read the handout, "Each Vote Does Make A Difference." Discuss the reading by beginning with the following questions:

a. What would have been different if a few more voters in Illinois had voted for Nixon in 1960?

b. How did Henry Shoemaker, a farmhand in DeKalb County, influence American history?

c. Cases like Henry Shoemaker's vote are not common, but can you ever be sure that your vote won't have the impact that his did? How does this affect your thoughts about voting?

EVALUATION:

Conclude this lesson by asking students to write a paragraph entitled, "My Personal Beliefs About Exercising My Right to Vote." It should state each student's conclusions about the issues raised about voter participation in this lesson. Discuss these paragraphs as time permits.

RESOURCES: Handouts:

1. WHY PEOPLE VOTE

2. WHY PEOPLE DON'T VOTE

3. Each Vote Does Make A Difference.

WHY PEOPLE VOTE

JACK: My vote can help decide the election, especially if it is close.

BILL: It is my duty as an American to vote.

SUE: I want to do all I can to help the candidates that I favor.

JAN: I enjoy participating in elections.

TOM: Voting is not the most important part of politics because it happens only every few years. But it still plays a part in deciding what happens in this country.

ALICE: The right to vote is our most important freedom. If we don't practice our freedoms, we may lose them.

TED: My friends asked me to vote for someone they want to win, so I said I would.

JUAN: Even if I don't vote, someone will still be elected who will do things that affect me. I'd rather vote and have a say in who that person will be.

DEBBIE: If I don't vote, I don't feel that I have the right to criticize elected officials and policies that are made.

WHY PEOPLE DON'T VOTE

SALLY: Candidates say one thing and then do something else.

LARRY: It doesn't matter who is elected because things never seem to work out right anyhow.

JUNE: All candidates seem pretty much the same.

HANK: It is hard to find good, unbiased information about the candidates.

GEORGE: One person's vote really won't make any difference.

MARY: I don't feel qualified to vote.

ROBERTA: I can't get to the polls during voting hours.

CHUCK: I don't want people to know my party affiliation. (Primary elections)

Each Vote Does Make a Difference

All those with a "my-vote-makes-no-difference" attitude should read this page carefully. On the national, state, or local level, many elections have been won or lost by only a few votes. One vote can often make a difference in a close race. Here are some examples from recent and not-so-recent history.

John Kennedy won the popular vote in 1960 by an average of less than one vote per election district. One voter in each precinct could have changed the election in Illinois, giving Kennedy's 26 electoral votes to Nixon and consequently electing him President.

In 1974, New Hampshire had one of the closest and most contested elections in recent history. In the senatorial race, Republican Louis Wyman appeared to be the winner by 542 votes. But after a recount, Democrat John Durkin was certified the winner by 10 votes. Still later, the decision was reversed and Wyman was declared the winner by two votes. After a year of court battles and controversy in Congress, a special election was held, in which Durkin won with 140,273 votes to Wyman's 113,004 votes.

> "The one vote of a DeKalb County farmhand in an election contest for State Representative in 1842 started a chain reaction of events which are classic in illustrating the importance of a single vote.*
>
> The ballot of the farmhand, Henry Shoemaker, gave a majority of one to a candidate for the House of Representatives, Madison Marsh. A vote tie of 360 to 360 between Marsh and his opponent had been declared by the local canvassing board, which rejected Shoemaker's vote. But the House's Committee on Elections allowed the vote, finding that Shoemaker had improvised his own paper ballot but was justified in doing so because poll officials had claimed they had no ballots containing Marsh's name.
>
> The one-vote margin then was to be repeated in another election. It was the vote of the General Assembly in a three-way race for the naming of a United States Senator. The incumbent Whig Senator, Oliver H. Smith, was seeking re-election, but in numerous ballots by the state legislators he could not rise above 75 votes - one short of the required 76.
>
> On the sixth ballot, the number 76 was reached by an opponent, Democrat Edward A. Hannegan. Representative Marsh, himself a victor by one vote, had given Hannegan his magic margin.
>
> In Washington in 1846, there was intense Senate debate about serious trouble between the United States and Mexico. A decision on whether a state of war should be declared was considered urgent, and sentiment in the Senate appeared evenly divided."

*Session Sketches, A Collection of Historical Articles Telling the Heritage of Today's 100th Indiana General Assembly Meeting in 1977 and 1978, Edited by James E. Farmer, Published by the Selected Committee on the Centennial History of the Indiana General Assembly, January, 1978. pp. 22-24.

"A caucus of Democratic senators, who composed the majority, was called to determine a course of action. The vote was a tie, but Indiana's Senator Hannegan was absent. Summoned to the caucus, Hannegan promptly cast his "aye" vote, breaking the tie. Then the full Senate passed the declaration that a state of war existed with Mexico.

Thus, a link had been drawn involving three instances of one-vote majorities--leading from an Indiana House district contest to the U.S. Senate's declaration of war."

WHO CAN VOTE?

MAJOR IDEAS:

Students should be thoroughly familiar with the requirements for voter registration in Indiana. Their understanding of the registration process is fundamental to their participation as voters. This lesson will introduce them to registration rules in Indiana and will allow them to apply those rules in determining eligibility in specific cases. Cases are fictitious but represent common situations which students may encounter.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. Describe how citizens register to vote.
2. Describe who is eligible to register.
3. Apply registration rules to specific individual cases.

LEARNING ACTIVITIES:

1. Begin by commenting that this lesson will explore the question of who can vote in two time periods: the 1790's and the 1980's. Ask all students to stand to recreate an election in the first decade of our constitutional government, the 1790's.

2. After they are all standing express regret that some will not be able to participate in the election because they are not eligible.

   Ask the following to sit down:

   a. Anyone who has not lived in the same place for at least a year. (1970 law abolished residency requirements of more than 30 days).

   b. Any who cannot pass a literacy test. (The 1970 voter Rights Act abolished literacy tests.)

   c. Anyone who does not have $2.00. (The 24th Amendment, 1964, abolished the poll tax that many states had required.)

   d. Anyone who is not male. (The 19th Amendment, 1920, gave women the right to vote.)

   e. Anyone who is not white. (The 15th Amendment, 1870 ended denial of suffrage based on race.)

   f. Anyone who is not 21. (The 26th Amendment, 1971, gave citizens over 18 the right to vote.)

3. No one should be left standing. The point should be clear that elections at earlier points in our history excluded many people.

4. In the 1980's, the situation is different. Elections are open to everyone 18 or older, but each voter must register. Ask students the following questions about registration as a quick written or oral quiz.

   (1) How long must a person reside in the the state, county, and precinct to qualify to vote?

   (2) How long before an election does registration close?

   (3) Where does one go to register and what does one do to register?

   (4) Can one register in his/her neighborhood as well as at a central office?

   (5) Can one register during evenings and weekends?

   (6) Is registration cancelled for failure to vote for a particular period of time?

   (7) Is registration cancelled when a person moves from one part of his community to another?

   (8) Can one register to vote by mail?

5. Answers will be found in the attached excerpt from the League of Women Voters pamphlet, Voting In Indiana, 1984-85. The teacher may want to go through the pamphlet section by section with the class to orient students to the information about registration.

6. Direct students to the worksheet entitled, "Am I Registered?" Have students answer the questions about each individual case.

EVALUATION:

1. Trace on a timeline the change in voter eligibility throughout our history.
2. List the qualifications for voting in Indiana.
3. A neighbor has just moved in next door from Kansas and has asked how to register to vote. Ask students to write an answer to her question regarding the procedure she must follow in order to register to vote.

RESOURCES:

Handout: "Am I Registered?"

"AM I REGISTERED?"

PART I. Following are descriptions of individuals who want to register to vote in your community. Answer the following questions about each individual.

1. Does Indiana law permit the individual to register to vote? Explain your answer.

2. Should this individual be permitted to vote? Explain your answer.

   A. George is twenty one years old and is not regularly employed. He spends most of his time hanging around pool rooms and bars. He is a high school dropout and reads very poorly. He has about a second-grade level of reading ability and is considered functionally illiterate. He was born and reared in your community.

   B. Homer was born and reared in your community. He is in the Navy and is stationed in Guam. Homer wants to register to vote in your community.

   C. Herbert is a convict, housed in a state penitentiary. He is serving the first year of a ten-year sentence. He was born and reared in your community and has always been interested in politics. He has been a model prisoner.

   D. Nancy is eighteen years old, a high school student who moved to your community one month ago. She is very interested in politics and wants to vote in the next election, which takes place in two weeks.

   E. Nicholas moved from Romania to your community two years ago. He intends to become a citizen of the United States very soon. He is twenty-five years old, is regularly employed, speaks English fluently, and is well-educated. He has become very interested in politics and wants to vote in the next election, which takes place in two months.

   F. Robert is ninety-five years old and is a lifelong resident of your community. For the last five years he has been confined to a home for the elderly located in your community. Robert was once a very active man and has enjoyed reading about politics. However, he has not voted during the past five years.

   G. Marty is a lifelong resident in your community. He is nineteen years old. He wants to register to vote in the next election, which will take place in two weeks.

PART II. Following are three descriptions of individuals in your community who want to vote in the next election. Answer the following questions about each individual.

1. Is the individual required to re-register in order to vote in the next election in Indiana?

2. Do you agree or disagree with the voter registration requirements that pertain to each of these cases?

A. Peter and his wife, Mary, have lived in your community for the past twenty years. They are very interested in politics and have voted in every election. They purchased a new home and have moved to a new neighborhood about four blocks away from their old home.

B. Martha is nineteen years old and has been a registered voter in your community. She was married last month.

C. Jane is thirty-five years old and was a registered voter in your community. However, she has not voted in any election in the past five years.

BEST COPY AVAILABLE

Registration

WHO? You may register(1.)vote in both the primary and the general election if you are a citizen of the United States, if you are 18 years old by the time of the general election, and if you will have been a resident of your precinct for 30 days prior to the general election.

In presidential election years special rules apply. Registered voters who move from their precinct less than 30 days prior to the presidential election may still vote for President and Vice-President. To do so requires a special registration form which is available at the County Clerk's office.

In Indiana it is not necessary to declare a party affiliation when you register. No person may register for someone else.

WHEN? Register from

December 1, 1983 to April 9, 1984
May 15, 1984 to October 8, 1984
December 1, 1984 to April 6, 1986

WHERE? At the County Clerk's Office or the County Board of Voter Registration, up to 29 days before an election. Deputy Registrars are also available to register people in their homes or at shopping malls, supermarkets and other public places.

Registration before a Deputy Registrar can take place up to 45 days before an election. If you register before a Deputy Registrar retain the receipt you are given. If within a reasonable time, you do not receive your Voter Registration Card in the mail, call the county Clerk's office to check that they have received your application.

You Must Change Your Registration

If you change your name
If you move to another precinct or county

You Must Re-Register

If you have not voted in any election during a 24 month period preceding the most recent election.

Voting

YOU MUST REGISTER BEFORE YOU CAN VOTE
Indiana polls are open from 6 a.m. to 6 p.m.
YOU VOTE AT YOUR PRECINCT POLLING PLACE
Locations are usually announced in the newspapers. If not, call the County Election Board, a local political party headquarters, or the League of Women Voters.

PRIMARY ELECTION May 8, 1984
No primary 1985

GENERAL ELECTION November 6, 1984
No general election 1985

Indiana primaries are closed primaries. When you sign in at your polling place you must declare a party preference. You may vote for only those candidates listed on that ballot.

At times non-partisan elections, such as school board elections, are held the same time as the primary elections. You must be 18 to vote in non-partisan elections. You need not declare a ballot preference to vote in these elections.

PRIMARY ELECTIONS ARE IMPORTANT

In the 1984 primary you may indicate your preference for PRESIDENT among your party's nominees on the ballot.

Nominated in the 1984 primary are candidates for Governor, U.S. Representatives, State Representatives, 25 State Senators, certain Circuit, Superior and County Court Judges, and some County officials.

Elected in the primary are party officials such as precinct committeemen/women and delegates to the political party state conventions.

THE 1984 GENERAL ELECTION BALLOT includes government officials nominated by the voters in the primary, candidates for President and Vice-President, and candidates nominated by the political parties at the state conventions. Convention nominees include Lieutenant Governor, Attorney General, and Superintendent of Public Instruction.

1985 is a non-election year in Indiana. There are no primary or general elections. This situation occurs once in every four years in this state.

Absentee Registration

If you expect to be absent from your county during registration periods or
If you are confined because of illness, injury or quarantine YOU CAN REGISTER ABSENTEE.

To register absentee you must sign an absentee registration form in the presence of a notary public. A certificate from a physician or a Christian Science practioner is necessary if you are registering absentee because of illness, injury or quarantine. Armed Forces personnel use FPCA Form 76.

Absentee Voting

WHO? Any registered voter who expects to be absent from his/her county on election day.

Any registered voter who is unable to get to the polls because of disability or illness.

Any registered voter who has election day duties in a precinct other than his/her own precinct.

HOW? IN PERSON at your County Clerk's office beginning 30 days before the scheduled election until noon on the Monday before the election.

BY MAIL you can request an application 90 days before an election. When you have completed and returned the application a ballot will be mailed to you. The deadline for request of an absentee ballot is midnight the Thursday before the election. Mail ballots must be received at the County Clerk's office by noon on election day in order to be counted. Armed Forces personnel use FPCA Form 76.

COLLEGE STUDENTS HAVE A CHOICE
They may register and vote in the county in which their university is located or
They may register and vote by absentee ballot in their home county.

General Information

Voting methods may vary in different counties. If you are unfamiliar with the voting procedure in your precinct ask for the necessary information.

Any voter is entitled to voting instructions. Both election judges must be present for the instructions, and a voting machine, electronic voting device, and paper ballots will be available for this purpose.

BE CAREFUL

If you make a mistake when voting and you are using
A VOTING MACHINE
After you have closed the curtain in the voting machine, instructions must be called in through the curtain opening. Opening the curtain with the lever registers your vote.

AN ELECTRONIC DEVICE
Raise your hand or call to someone. You will be given assistance. You may request a new ballot.

PAPER BALLOTS
You are entitled to a new ballot.

Anyone who challenges your right to vote must declare the reason for doing so in a written affidavit. You may still vote if you and other one person sign an affidavit stating that the reason given is incorrect.

Additional information regarding voting is available at your County Election Board.

VOTER INFORMATION PHONE NUMBERS

COUNTY CLERK _____

COUNTY ELECTION BOARD _____

LEAGUE OF WOMEN VOTERS _____

Excerpt from Voting in Indiana, 1984 printed by the Indiana League of Women Voters

WHO DOES VOTE?

MAJOR IDEAS:

By voting, citizens in this country choose public officials and affect public policy. But not everyone who is eligible to vote does, in fact, vote. Who votes? In this lesson, students will learn a procedure for obtaining information from tables in order to answer this question. If students are to become effective participants in elections, they should acquire some knowledge about voter participation patterns.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. List the steps involved in obtaining information from a table.
2. Identify some basic voter participation patterns in national elections.

LEARNING ACTIVITIES:

1. Begin by commenting that in this country citizens 18 years old and over have the right to vote. But not everyone who can vote actually does vote. In this lesson, the class will try to answer the question, "Who does vote?"

2. Distribute the handout. Project the transparency of Table One. Point out to students that the handout describes a procedure for obtaining information from tables like the one on the transparency.

3. Have students read paragraphs 2-4 of the handout. Review the information contained in the paragraphs as a class. Write the main points on the chalkboard:

   To Preview a Table:
   a. inspect the table title
   b. examine column and row headings
   c. check the table notes and sources

4. Then ask a question about the title, designed to elicit the student response that the title of the table informs them that the table contains information regarding participation in national elections for the period 1964-1980.

5. Then using the transparency, have students identify the three column headings. They should be able to discriminate between number of eligible voters, numbers of those who actually voted and the percentage of those eligible who actually voted.

   Have students identify the nine rows of information. There is one row for each national election year between 1964 and 1980.

6. Ask a question regarding the documentation of the information on the table, designed to elicit the response that the information is from a U.S. Bureau of the Census publication and should therefore be reliable.

7. Have students read paragraph 5 of the handout. Review the paragraph as a class. Point out that by answering questions about a table it is possible to discover what it says about a particular topic.

8. Have students answer the questions posed in paragraph 6 of the handout. Remind them that information in tables used to answer questions is found at the point where rows and columns meet.

NOTE: If the teacher perceives students to be unfamiliar with working with tables, the teacher might answer the first question to demonstrate how information is found in a table.

Students should respond:

1. 69.3%
2. 63,200,000
3. 157,100,000
4. A larger percentage vote in presidential elections.

9. To conclude this part of the lesson, have students speculate as a class about the meaning of the information obtained in response to question 4. Ask them why they think a larger percent of people vote in presidential election years than in "off year" elections. They might respond that people take more interest in presidential elections; people think that presidential elections are more important; there is much more media coverage of elections when a President is to be elected.

10. To begin the second part of the lesson, comment that in any given election, certain groups of people are more likely to vote than others. Then write the following statements on the chalkboard. Ask students if they think each statement is true or false. Record their answers for later reference.

   a. A much larger percentage of men vote in national elections than do women.
   b. A larger percentage of whites vote in national elections than do Blacks or people of Spanish origin.
   c. A larger percentage of young people (18-20 years old) vote in national elections than do older people (65 years old and over).
   d. A higher percentage of high school dropouts vote in national elections than do college graduates.

11. Distribute the worksheet containing Table 2. Have students follow the instructions on the worksheet. Then as a class compare the information obtained from the table with the answers to the questions posed in paragraph 10 above.

NOTE: While the information students are using is for the 1980 election, the voting patterns observed have remained unchanged over the last forty years, except that larger proportions of women are voting now than have in the past.

Students will find:

   a. That the percentage of men and women voting in 1980 was about the same. (As mentioned above, this is a very recent pattern. Traditionally men were more likely to vote than women.)

b. That whites are more likely to vote than Blacks or Hispanics. (This pattern may change in 1984 as greater emphasis is placed on voting by minorities.)
c. That a smaller proportion of young people vote of than any other age group.
d. That the tendency to vote increases with educational attainment.

12. Focus students' attention on the fact that 18-20 year olds have the worst record of voter participation. Ask students to explain why they think this is the case. List possible reasons on the board and discuss.

13. To complete this lesson have each student develop a concise profile of the typical voter in a national election. The teacher can decide on the form that the profile should take, for example, paragraph, graph, table, etc.

EVALUATION:

1. Ask students to develop a detailed list of steps they would follow to obtain information from a table.
2. Present students with a table containing information about elections (or another topic). Have them follow a procedure similar to the one outlined on the worksheet in this lesson to obtain information from the table. Create questions for them to use in order to discover what information the table conveys.

NOTE: A good source of election data--U.S. Bureau of the Census Statistical Abstract.

3. Create a list of statements similar to those contained in paragraph 10 of the teacher's guide to this lesson. Have students distinguish between statements which do reflect existing voter patterns and those that do not.

RESOURCES:

Handouts :
1. Obtaining Information From Tables
2. Transparency
3. Worksheets

TABLE ONE: PARTICIPATION IN NATIONAL ELECTIONS

1964-1980

YEAR	PERSONS OF VOTING AGE (MILLIONS)	PERSONS REPORTING THEY VOTED	
		TOTAL (MILLIONS)	PERCENT
1964	110.6	76.7	69.3
1966	112.8	62.5	55.4
1968	116.5	79.0	67.8
1970	120.7	65.9	54.6
1972	136.2	85.8	63.0
1974	141.3	63.2	44.7
1976	146.5	86.7	59.2
1978	151.6	69.6	45.9
1980	157.1	93.1	59.2

SOURCE: U.S. Bureau of the Census, Current Population Reports.

OBTAINING INFORMATION FROM TABLES

To obtain information from tables, it is helpful to use a two-step procedure:

STEP ONE: Preview the Table

1. Finding out what information a table is designed to convey is the first step in obtaining information. By inspecting the table title, you can quickly determine the subject of the table and when the information in the table was gathered.

2. Column and row headings should be examined when previewing a table. Information in tables is always arranged in horizontal rows and vertical columns. Examining the headings of these rows and columns illustrates how information in the table is organized.

3. Finally, the notes and sources that appear below the table should be checked when previewing. The notes often contain useful messages--such as definition of words and terms used in the table. The source of the table gives an idea of whether or not the information is reliable.

STEP TWO: Discover What the Table Tells You

4. Using a set of questions to guide your examination of a table can aid you in obtaining useful information. Finding answers to these questions will help you discover what information the table gives about a particular topic. Particular information can be found in a table at the point where a row and a column meet.

5. Find answers to the following questions using information from Table One on the transparency:

    1. What percentage of people voted in the 1964 national election?
    2. How many people reported that they voted in the 1974 election?
    3. How many people were eligible to vote in the 1980 election?
    4. Presidential elections were held in 1964, 1968, 1972, 1976 and 1980. The elections held in 1966, 1970, 1974 and 1978 are called "off-year" elections. Citizens only vote for Congressmen and Senators in the "off years". Do a higher percentage of people vote in presidential elections or in "off-year" elections?

VOTING PATTERNS

TABLE TWO: CHARACTERISTICS OF VOTERS
IN 1980 NATIONAL ELECTION

	PERSONS OF VOTING AGE (MILLIONS)	PERSONS REPORTING THEY VOTED TOTAL (MILLIONS)	PERCENT
Male	74.1	43.8	59.1
Female	83.0	49.3	59.4
White	137.7	83.9	60.9
Black	16.4	8.3	50.5
Spanish	8.2	2.5	29.9
SCHOOL YEARS COMPLETED:			
8 yrs. or less	22.7	9.6	42.6
High School: 1-3 yrs.	22.5	10.2	45.6
4 yrs.	61.2	36.0	58.9
College: 1-3 yrs.	26.7	18.0	67.2
4 yrs. or more	24.0	19.2	79.9
AGE: 18-20 Years old	12.3	4.4	35.7
21-24	15.9	6.8	43.1
25-34	35.7	19.5	54.6
35-44	25.6	16.5	64.6
45-64	43.6	30.2	69.3
65+	24.1	15.7	65.1

SOURCE: U.S. Federal Bureau of the Census, Current Population Reports.

1. Preview Table 2 by:

   A. Inspecting the table title
   B. Examining the row and column headings
   C. Checking the table notes and sources.

Describe what type of information the table gives in the space below:

_____

_____

_____

_____

2. Find answers to the following questions using information from Table Two. Remember that particular information can be found in a table at the point where a row and column meet.

   A. What percentage of eligible males voted in the 1980 election? _____ females? _____

   B. What percentage of eligible whites voted in the 1980 election? _____ Blacks? _____ people of Spanish origin? _____

   C. What percentage of eligible 18-20 year olds voted in the 1980 election? _____ 65 year olds and over? _____

   D. What percentage of eligible high school dropouts (1-3 years of high school) voted in the 1980 election? _____ college graduates (4 or more years of college)? _____

CAMPAIGN PERSUASION

MAJOR IDEAS:

During election campaigns candidates sometimes use persuasion and propaganda techniques to influence voters. These techniques employ emotion rather than reason to persuade people. If voters are to choose wisely among candidates they must be able to discern persuasion techniques used in elector campaigns. The purpose of this lesson is to introduce students to propaganda techniques and to provide them with opportunities to identify examples of the techniques in use.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. Define propaganda techniques.
2. Distinguish among seven different propaganda techniques.
3. Identify the propaganda technique being used in particular election campaign situations.

LEARNING ACTIVITIES:

1. Have students read paragraphs 1-3 in the handout.

2. As a class, review the contents of paragraphs 1-3. The teacher might ask the following questions as part of the review:

   1. What is the purpose of an election campaign?
   2. What information about candidates should people consider before voting? (Students can add items to the list in paragraph 1).
   3. What is a propaganda technique?

3. Examine as a class each of the seven propaganda techniques outlined in paragraph 4.

NOTE: These propaganda techniques are similar to the persuasion techniques used in commercials that students see on television all the time. Students might be asked to recall examples of commercials that use the techniques to influence consumer buying. This exercise will help students learn to distinguish among techniques.

4. Distribute worksheets; have students follow the directions at the top. Encourage them to explain why they identified each case as they did. Students should respond as follows:

   1. TESTIMONIAL - A famous person says good things about a candidate.

   2. PLAIN FOLKS - Candidate suggests that he is like everyone else.

   3. BAND WAGON - Candidate suggests that the majority is for him. He hopes that this will influence others to climb aboard the band wagon.

4. GLITTERING GENERALITY - Candidate uses only vague words and phrases. She does not explain what the words mean.

5. NAME CALLING - Candidate gives opponent a bad label; no effort is made to explain why label is given.

6. TRANSFER - Candidate hopes that voters will transfer their good feelings about a stirring march to him.

7. CARD STACKING - The candidate only mentions things favorable to herself. She omits the negative.

FOLLOW-UP ACTIVITIES:

1. Have students work in groups to create advertisements for real or imaginary candidates using the various propaganda strategies. Allow students to select a propaganda strategy and use it to persuade voters. They may create visual aids, 30-second radio spots, or even television commercials.

2. Have students collect samples of each propaganda technique from newspapers and magazines during an election campaign. Post them on the bulletin board.

3. You may have a media specialist in the school system with the capacity to record television programming. If so, you might have him/her record some political commercials for use with this lesson.

EVALUATION:

1. Ask students to define the term "propaganda technique."
2. Have students describe the propaganda techniques developed in the lesson and give an example of each.
3. Develop a list of situations similar but not identical to those contained in the worksheet. Have students identify the propaganda technique used in each case.

RESOURCES:

1. Handout, IDENTIFYING PROPAGANDA TECHNIQUES.
2. Worksheet, IDENTIFYING PROPAGANDA.

IDENTIFYING PROPAGANDA TECHNIQUES

1. The purpose of an election campaign is to convince people to vote for a certain candidate. Voters should choose among candidates based on facts presented during the campaign. For example, voters should learn about candidates' qualifications to hold office; their positions on specific issues; their responses to particular issues in the past.

2. Unfortunately candidates sometimes employ propaganda techniques to influence voters during campaigns. Propaganda techniques are ways of persuading voters that use emotion and opinion more than facts.

3. It is important for voters to use factual information to choose among candidates. Therefore their choices should not be influenced by propaganda techniques. This requires voters to be able to determine propaganda techniques when they are used.

4. Seven different propaganda techniques are ofter used in election campaigns:

   A. NAME CALLING. Name calling involves giving the opposing candidate a bad label. The purpose of name calling is to encourage voters to reject an opponent without looking at the facts.

      Suppose Presidential candidate Andrews makes a speech accusing his opponent of being "soft on Communism." In his speech Andrews presents no facts to prove his point. He just labels his opponent. This is an example of name calling.

   B. TRANSFER. Transfer involves trying to link something everyone thinks is good with the candidate. The purpose is to encourage people to shift their feelings from that thing to the candidate.

      Suppose Janis Baker is a candidate for mayor of the town of Bloomington. Her campaign slogan is "A vote for Baker is a vote for Bloomington." She is encouraging voters to shift their good feelings about their home town to her. This is an example of transfer.

   C. TESTIMONIAL. When a well known, highly respected person makes positive statements about a candidate, it is called a testimonial. The purpose of a testimonial is to suggest that if a highly respected person supports a particular candidate, voters should, too.

      Suppose Claire Gallo is running for the U.S. Senate. Robert Redford makes an appearance at a fund raising dinner for her and says "I'm for Gallo; she'd make a great senator." This is an example of a testimonial.

   D. PLAIN FOLKS. A candidate who tries to convince voters that he or she is an ordinary person - just like them - is using the plain folks technique. The purpose is to create the image that the candidate has the voters' interests at heart, since he or she is one of them.

      Suppose Barnie Bell is running for U.S. Congress from a rural district in Indiana. During the campaign he has his picture taken riding a tractor, judging a pie-baking contest at a county fair, and visiting with farmers at the Co-op. He is just "plain folks" like the rest of the people in the district.

E. CARD STACKING. Candidates use card stacking when they present to voters only the facts that are favorable to them. The purpose is to present one side of an issue - their side.

Suppose John DeMonthe is running for re-election as U.S. Congressman. During the campaign, he often mentions that he was present for "over one hundred roll call votes during my last session in Congress." He does not mention that he missed even more opportunities to vote on legislation. This is an example of card stacking.

F. BAND WAGON. The candidate who encourages you to vote for him or her because "most people are for me already," is using the bandwagon technique. The purpose is to convince you to go along with everyone else and support the candidate.

Suppose Helen Cartwright is running for a position on the county commission. The week before the election she campaigns door to door. At every house she says "I'd like your vote. Most of your neighbors support me." She is using the bandwagon technique.

G. GLITTERING GENERALITY. Candidates who depend on broad, vague words and phrases when campaigning are using glittering generalities. The purpose is to have voters accept them without knowing exactly what they mean.

Suppose Ronald Tuttle is running for sheriff. He makes a speech at a neighborhood association picnic and states, "I'm for law and order, 1000 percent!" He does not explain what he means. He hopes that his glittering generalities will influence voters.

IDENTIFYING PROPAGANDA

Here are some propaganda techniques that you might encounter in a campaign. See if you can tell what type of propaganda is being used in each case. Explain your answers.

1. After a benefit concert, world famous rock star Eddie Van Halen announces: "Vote for Ortez. He is the best candidate for Congress."

2. Presidential candidate Jackson begins a televised debate by saying, "Like most Americans, I grew up in humble surroundings."

3. Muffy Parker is running for class president. In her campaign speech in the school auditorium she says "The captain of the football team, the head cheerleader, and all the members of the honor society support me! Can I count on your vote too?"

4. In a newspaper advertisement, a candidate for U.S. Senator announces, "I'm for peace, prosperity, and the pursuit of happiness." The only other information in the advertisement is her picture.

5. In a statement made to a local newspaper, Burton Ketton states, "My opponent changes his mind on issues like people change clothes - every day." He then moves on to another topic.

6. Newt Plum, candidate for U.S. Senator, approaches the stage to give a speech while the local high school band plays the theme song of his campaign, "Stars and Stripes Forever."

7. Martha Renfaur, candidate for the Indiana State Senate, reminds everyone that she helped defeat tax increases. She does not mention that several programs to improve schools had to be dropped because of lack of funds. The money for these programs was to come from the taxes she defeated.

8. J.P. McCarthy, candidate for U.S. Congress, informs the press that a poll shows him favored by a majority of the voters in the congressional district.

THE ROLE OF POLLS

MAJOR IDEAS:

Polls and pollsters have played an increasingly important role over the past 20 years in selecting and electing candidates. Polls can easily be skewed and manipulated. Valid polls will follow sound procedures of sampling from the total group being studied by a poll. This lesson is designed to sensitize students to determine how a poll is conducted before they recognize the reported results as valid.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. Describe random selection as a characteristic of a valid poll.
2. Differentiate between scientific polling and on-the-street interviews or call-in opinion questions.

LEARNING ACTIVITIES:

1. Introduce to the class the term "polls," and discuss what polls they have heard about. Bring in a copy of a recent magazine or newspaper campaign poll to share with students. Ask them why that poll should be believed. List student answers on the chalkboard and discuss.

2. Announce that this class has the honor of running the first annual (school name) Poll. Divide the class into thirds to form three polling teams.

3. All three teams will use the same questions, which are listed on the handout, "Class Poll Exercise." Review the handout with the class and determine the office and candidates to be used in question #3.

4. Assign the groups the following activities to be completed before class the next day:

   a. Group 1 will interview in person people at school. People interviewed must be 18 or over.
   b. Group 2 will interview in person people outside of school. This could include family, neighbors, or community members who are 18 or over.
   c. Group 3 will interview by telephone people who are selected at random from the telephone directory. Careful guidelines should be followed, such as:

      1. Calls should be made before 8:00 p.m.
      2. Callers should adhere to the script in the polling exercise.
      3. Only those who are randomly selected from the directory can be called.

5. Allow each group to meet for 10-15 minutes to organize for their assignment. Each group should select a leader. Each individual should contact 5 or more people before the next class. Specific concerns for each group are as follows:

a. Group 1 should plan how to contact people at school, including students, teachers, administrators, and staff. Class pollsters should fill out a separate poll sheet for each person interviewed. No person should be interviewed twice.

b. Group 2 should plan how to contact people outside of school. Again, a plan to avoid duplications is needed.

c. Group 3 should use a telephone directory to choose 5 or more numbers per group member. Random selection can be done by first choosing page numbers at random with dice, with random number tables, or simply by opening the book blindfolded. The same technique can then be used to locate one number on the selected page. Another quick random selection technique is to randomly select a two or three digit number, such as "52." Then take every 52nd number from the book. This process might be done so that the whole class can discuss random selection.

6. Ask each group to bring results to the next class.

7. At the beginning of the next class, allow each group 5-10 minutes to organize the results.

8. Ask the leader of each group to present the results. Write the findings on the board in terms of percentages.

9. When all three groups have reported, discuss the following questions:

   a. Do the three groups agree or disagree? Why?
   b. Which finding best represents the thinking of your community? Why?
   c. Why is random selection used in polling?
   d. Did Groups 1 and 2 tend to interview friends or strangers? How could this factor influence the results?
   e. Could the wording of the question affect how people respond? Think of a way to reword the question that might get a different response. (Example for question three: In the election for __(office)__, which candidate do you think will win?)
   f. What words or phrases are sometimes used in polls which can bias the response? (Examples: Do you favor the incumbent for re-election? Do you favor a change to new leadership?)

EVALUATION:

1. Describe the purpose of random samples.
2. Find a recent newspaper poll and criticize the sampling techniques used.

RESOURCES:

Handout: CLASS POLL EXERCISE.

CLASS POLL EXERCISE

Read the following statement and questions in exactly the same way to every person contacted in the course of conducting the poll.

Read: "Hello, our class at school is conducting a poll regarding the upcoming election. Would you be willing to answer three questions as part of our poll?" Yes _____ No _____ (If the response is "no," courteously say:) "Thank you for your time."

(If the response is "yes," say:)
"Thank you. The first question is:"

1. "Are you registered to vote?" Yes ____ No ____ I don't know _____

"The second question is:

2. "Are you planning to vote on election day?"

Yes _____ No _____ I don't know _____

"The third question is:

3. "In the election for _____(NAME OFFICE)_____, for which candidate do you plan to vote?"

candidate 1 _____

candidate 2 _____

candidate 3 _____

(if any)
Undecided _____

"Thank you very much for your help."

SECTION VII

PARTICIPATING IN GOVERNMENT

GRADE 12

PARTICIPATING IN GOVERNMENT

LESSONS:

1. What Does My Vote Mean?
2. The Governor's Decision
3. The Legislature and the Park
4. The Town Board and Tree Lovers
5. Running a Campaign

INTRODUCTION:

Most students in grade 12 will have reached the age of electoral majority before graduation from high school. The first of this series of lessons allows students to consider the impact of an individual vote on elections, the byproduct of which is legislation which will affect their lives. The lesson challenges students to thoughtfully consider various positions on voter participation, and to choose their own positions.

The balance of the section is a series of simulations which places students in different governmental positions to consider local and state political issues from various points of view. Students are also given the opportunity to participate in local party politics in a simulation of running a campaign.

Since this section is designed for use in the Government (Grade 12) portion of the Indiana social studies curriculum, the lesson may be integrated into an existing curriculum for yearly use, not just in election years.

WHAT DOES MY VOTE MEAN?

MAJOR IDEAS:

This lesson provides an opportunity for students to explore the impact of voting as a political resource and to decide whether they should participate at the polls. One approach to voter education is to tell students that all good citizens vote and urge them to participate in order to fulfill their duty. Another approach, and the one taken in this lesson, is to provide students with a range of interpretations about the impact of voting and allow them to make personal choices about participating.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. Compare three positions about the impact of voting and state specific similarities and differences among them.
2. State and defend a personal opinion about voting as a political resource.

LEARNING ACTIVITIES:

1. Explain that the purpose of the lesson is to help each student reach a decision about whether voting is a worthwhile activity. Tell students that part of the decision hinges on what impact voting has on government, so the lesson will begin by comparing various interpretations of voting as a political resource, as a means of influencing government.

2. Distribute the reading entitled "Comparing Positions on Voting," and call attention to the directions given in the introduction.

3. When students have completed the reading, call on several students to compare the three views. List on the chalkboard ways that the three positions are similar and ways that they are different.

   OPTION: The teacher may prefer to break the class into small groups of 4-6 to analyze these similarities and differences before reconvening for a class discussion.

4. When students have sufficiently analyzed the three positions, ask them to each write a paragraph explaining which position he/she most agrees with. Then call on several students to state their own positions about the impact of voting and to defend it against alternative interpretations.

EVALUATION:

1. List the three positions reviewed in the readings.
2. Change positions and ask students to defend in writing a position that they did not choose as their own.

RESOURCES: Handout - "Comparing Positions on Voting"

COMPARING POSITIONS ON VOTING

INTRODUCTION:

Voting is a voluntary activity in America. No one is required to vote; instead, each citizen freely decides whether to participate at the polls. A person can decide whether to vote by weighing the costs against the benefits of participating.

The minimal costs of voting include the time and energy spent to register, to become informed about candidates, to make a choice, and to go the polls. Since these activities compete with other ways to spend limited time and energy, they reflect costs to a voter.

DIRECTIONS:

Whether or not voting benefits a citizen depends on how much it influences the government in directions favored by the citizen. In this activity you will compare different opinions about the significance of voting in a democracy. Read each position carefully, and then identify similarities and differences among them. Decide which position is closest to your own and prepare a list of arguments in favor of your interpretation of the significance of voting. Whatever position you take, you should be prepared to defend your position against the argument expressed in the other two views.

POSITION A:

When millions of people turn out for an election, it might seem that one vote does not matter. That belief is mistaken, however, because an individual vote often makes the difference between victory and defeat for a candidate. Woodrow Wilson would have lost re-election to the Presidency if one vote in each of California's precincts had been switched to his opponent. Lyndon Johnson won a Senate seat by a difference of 87 votes out of nearly one million ballots cast. John Kennedy carried Hawaii by a margin of 115 votes, and Carl Stokes became the first black mayor of Cleveland, Ohio, by a margin of less than one percent of the votes. The vote of a single person is often the deciding factor in an election.

Voting is an important political activity because the results of an election influence governmental policies and programs. By examining the vote, elected officials learn where a majority of the electorate stands on the issues, and this knowledge guides their actions in office. Democracy has survived in America because elected leaders are able to represent the will of a majority of the voters.

As a mass, the people cannot govern, but in a democracy voters can approve or disapprove the policies of their leaders. Voters transmit their will to elected officials, but they leave the daily administration of government to their leaders. Thus, the vote is the major way that citizens influence the government.

POSITION B:

The vote of any single individual is not a very powerful tool. Each person's ballot is but one in a very large number of votes, and it plays only a small part in determining the outcome of an election. Nevertheless, voting is an important form of political participation because elected officials are sensitive to the needs and desires of groups of voters. If some groups turn out in large numbers and others do not, elected leaders are very likely to pay attention to the activists and to ignore those groups who are inactive.

Although elections are very important in a democracy, they have only limited impact on specific governmental policies and programs. No election can resolve all the specific issues of concern to citizens. Candidates always ignore some issues and agree on others. Furthermore, elections take place at specified time intervals, but issues arise sporadically. When an issue develops between elections, citizens do not have an opportunity to express their views about it by voting. Citizens who wish to influence specific policies and programs must engage in more direct forms of political participation.

It would be a mistake, however, to think that voting has no effect on government. Voting is an indirect way of influencing elected officials. The results of an election may set the tone and affect the general direction of government. Elected officials must pay attention to the mood of the people, for their jobs depend upon maintaining voter support.

POSITION C:

There is only one certainty about an election--the winner is allowed to take office and to use all the power available to that office. The purpose of elections is to give consent to leaders and to legitimize their right to use power.

Some people argue that the purpose of voting in elections is to express the will of citizens concerning basic issues. Yet the meaning of an election is almost always unclear. For example, over seventy percent of the people who opposed the war in Viet Nam in 1964 voted for Johnson, but over fifty-two percent of the people who favored the war also voted for him. Analysis of the preference of enthusiastic Nixon supporters on the twenty issues on which Nixon took a position showed that his supporters could disagree among themselves on as many as thirteen of the issues and still vote for Nixon. In these situations, no candidate can clearly determine the will of the electorate.

Nor are the policies advocated by a successful candidate during a campaign necessarily the policies that will be implemented when he or she takes office. For example, President Nixon took some bold international moves during his first term in office: detente with Russia and recognition of Red China. Hardly any of his supporters expected those moves, and indeed, many of them had previously opposed such policies. Thus, voting has very little, if any, effect on government programs.

The purpose of elections is to give consent to a leader's right to rule, and the consent is broad. It is virtually a license to govern without guidelines for the full length of a term in office. Yet elections also achieve accountability. If citizens can periodically give or withhold their consent through voting, then those in power are more likely to conduct themselves responsibly in office.

THE GOVERNOR'S DECISION

MAJOR IDEAS:

Once a bill is passed by a state legislature, it is sent to the governor's office. If signed by the governor, the bill becomes a law. The governor can also veto the bill. When this happens, the bill can only become a law if a majority of the legislature votes to override the governor's veto. This lesson is intended to give students some insights into the kinds of pressures felt by a governor when deciding whether or not to sign a particular bill into law.

LEARNING ACTIVITIES:

As a result of this lesson, students will be able to:

1. Describe the role of a governor in the final stages of the law making process.
2. Recognize some of the considerations involved in making political decisions.
3. Give reasons for making a particular decision.

LEARNING ACTIVITIES:

1. Introduce this lesson by explaining that when a bill is passed by a state legislature, it is sent to the governor's office to be signed. The governor has a choice to make. If he or she signs the bill, it will become a law. However, the governor may veto the bill. This means that the governor rejects the bill passed by the legislature and refuses to sign it into law. If the governor does veto a bill it can only become a law if a majority of the state legislature votes to override the governor's veto.

2. Then comment that this lesson is about a fictitious Indiana governor who must decide whether or not to sign a certain bill. The bill deals with an issue that emerges every time the Indiana legislature meets--should a state lottery be established. Explain the meaning of lotteries.

3. Have students read The Governor's Decision.

4. Have students as a group recount the details of the story. Ask students to identify the central character, define all unfamiliar terms, and describe the nature of the decision that the Governor must make.

5. Ask students to decide individually what the Governor should do. Record their answers.

6. Divide the students into small groups (5-6), based upon identical choices.

7. Have each group develop a list of three reasons to support their particular choice.

8. Discuss reasons as a class.

9. You may wish to poll the class at the end of the discussion to see if any were swayed to a different position about what the governor should do.

EVALUATION:

1. Have students describe the Governor's role in the law making process.

2. Have students list three reasons why the Governor might sign the lottery bill, and three reasons why he might not.

3. Ask students to take a position on an issue and logically defend their positions.

RESOURCES:

Handout: The Governor's Decision

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THE GOVERNOR'S DECISION

This is a day that John Trueblood has long dreaded. As the Governor of Indiana he must decide whether or not to sign Bill 101 into law. Bill 101, which has been passed by the State Legislature, would establish a state-run lottery. The Governor said that he would announce his decision today.

Pressure to establish a lottery has been building for a long time. All the surrounding states aleady have lotteries. These states use the money collected to repair bridges, to finance education, and to support other vital services.

A series of newspaper articles printed in the Indianapolis Star reported that thousands of Indiana residents were buying lottery tickets in Illinois, Michigan, and Ohio. The articles indicated further that millions of dollars were being drained out of Indiana by lotteries in surrounding states. This money was being used to build bridges and schools in these states. Supporters of the lottery used this information to start a drive using the slogan, "Keep Hoosier dollars in Indiana, support the Indiana Lottery Bill."

In the last few years pressure for a lottery has increased even further. The state is struggling to find ways to raise money to finance basic services. As a former high school principal, Governor Trueblood is well aware of the financial plight of Indiana public schools. For example, he realizes that large sums of money are needed to educate Indiana students for life in the twenty-first century. Most of this money must come from the state.

Then there is the state's highway and bridge system. The Governor's Highway Task Force has just published a report indicating that over half of the state's bridges are in need of major repair. The report warned that the present condition of the state's bridges is endangering the lives of motorists.

Where will the money come from? Trueblood campaigned on the platform that taxes would not be raised during his term in office. As his staff points out, by establishing a lottery Trueblood can help solve the state's financial problems while keeping his campaign promise. New money would be available to support public services without raising taxes.

But the Governor is not sure that the state should get into the lottery business. Opponents of the lottery argue that by selling tickets at "convenient locations everywhere" the state would be encouraging people to spend their money on games of chance. The anti-lottery group even sponsored a television commerical which showed a man gambling away his wages on state lottery tickets while his family went without food and adequate clothing. Governor Trueblood had been greatly disturbed by the message suggested in the commercial.

Trueblood was also concerned about organized crime. He had been told by governors of other states that organized crime was attracted by the large amounts of money involved in state lotteries. In some states criminals had actually gained control of the state lottery agency. Cash prizes that were supposed to be going to lottery winners were finding their way into the pockets of criminals.

Underlying all of the Governor's negative feelings about the lottery was his deep religious conviction that gambling--and he had to keep reminding himself that a lottery is gambling--was sinful. His father had been a minister. Trueblood could still remember his father's sermons on the evils of gambling. Trueblood still felt strongly about it.

The Governor had to decide what to do. It was not going to be easy. He was reasonably certain that the State Legislature would not override his veto if he decided not to sign the lottery bill. So the future of the state lottery was up to him.

He knew that if he signed the bill, a state lottery would be established. New revenue would begin pouring into the state treasury. It would be used for schools, bridges, and other important public services. But the money would come from gambling. He had to decide whether this means of raising money for vital services could be justified.

What do you think? Should Governor Trueblood sign the lottery bill into law? Or should he veto the bill?

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THE LEGISLATURE AND THE PARK *

MAJOR IDEAS:

Students sometimes believe that legislative issues can be portrayed as entirely good or bad, and that the purpose of exploring issues is to find out which side is "true" and which "false." This lesson suggests that issues of importance are usually complex. Rather than having just two sides, they have many, and citizen participation in these various sides is the key to the debate. The lesson uses the strategies of role play and simulation, asking students to analyze a question from the point of view of someone with a vested interest in the outcome. The issue simulated in this lesson is the development of the White River Park. Students therefore have the opportunity of applying skills and insights gained in the simulation to a real situation.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. Evaluate issues and perspectives revolving around a central issue.
2. Compare and contrast arguments centering on the development of the proposed White River Park.
3. Describe the role of the legislature in resolving state issues.

LEARNING ACTIVITIES:

1. Begin by telling students that this lesson explores the way citizens participate in legislative issues. Distribute the Legislature and the Park, and have students read it. Then ask if they understand the situation. Clarify any misunderstandings they might express by listing questions on the chalkboard. Answer those questions for the group.

2. Distribute the handouts, "Debate Participants" and "Major Questions and Positions". Read the first two paragraphs of "Debate Participants" aloud to the class.

3. Assign individual students to play each of the eleven roles of debate participants. Then have the remainder of the class divide evenly into briefing teams. Before letting the students meet in their respective groups, direct them to silently read the description of their roles in the debate process.

4. Send students into their groups to prepare for debate. Tell them to refer to the "Scenario" for information about the park. Each group must develop the role to which it is assigned by filling in the appropriate information on "Major Questions and Positions: Clear River Park." Each group must:

   a) answer each of the nine given questions;
   b) think of one or more additional question(s) their character would want answered.

   Debate participants may use note cards developed by their respective teams as a resource during the actual debate.

* Adapted from the White River State Park Curriculum Guide, K-8.

OPTION: To strengthen the realism of the debate, students could make name plates for their characters and wear costumes to more fully develop their roles.

RECOMMENDATION: To help moderate the debate, the teacher may wish to assume the role of Senator Muncie - - or at least serve as a member of the Senator's briefing team.

5. With the debate about to begin, students should be instructed to briefly review the positions of their characters on their "Major Questions and Positions" sheet. Arrange the debate participants near the front of the classroom, with Senator Muncie near the center. The briefing teams should be physically divided and distributed around the room to help destroy their "team unity" or group identity. Stress to these students that their new identities are those of impartial legislators who must judge the merits of arguments put forward in the debate.

6. Conduct the debate, Senator Muncie moderating. The briefing teams have now become the State Legislature. They, of course, will be noting the different positions of each of the debaters. They will be asked to vote later on the park legislation and to suggest amendments. They may question debaters if Senator Muncie recognizes them.

7. Interrupt the debate occasionally to allow analysis and to let student legislators catch up with their notes. Use the opportunity to have the moderator (Muncie) rephrase participant positions for clarity.

8. As the debate loses intensity, the teacher or Senator Muncie should intercede and ask for closing comments from each of the debaters as well as closing questions or comments from the legislators. The legislators may spend five to ten minutes among themselves discussing the bill and possible amendments to it.

9. Distribute the "Legislative Ballot" handout. Ask only LEGISLATORS to vote. Senator Muncie may count the votes.

10. Announce the results and briefly discuss why the voting came out as it did. Ask if anyone changed his/her mind during the course of the debate, and if so why?

11. Analyze the debate process with the class:

QUESTION 1: What is the importance of public airing of diverse opinions?

POSSIBLE RESPONSES:

1. It shows that problems have many sides.
2. Even a great project may have unseen drawbacks.
3. A public airing of viewpoints may strengthen the acceptance of a project.

QUESTION 2: What is the role of the average citizen in this type of issue?

POSSIBLE RESPONSES:

1. To listen to all viewpoints with an open mind.
2. To weigh arguments, both in favor of and against the issue.
3. To become part of the debate by listening to what is said and asking hard questions.

QUESTION 3: What IS the "average" citizen?

POSSIBLE RESPONSES:

1. A person who is not committed one way or another to any particular position.
2. A person who does not yet realize what his/her position is on a given issue.
3. There is no "average" citizen - - only uncommitted or unaware citizens.

12. Inform students that the issue they have debated has actually been taking place about the White River Park in Indiana. Ask students if they have heard anything about the park and what they have heard. Share recent articles or information about the park as time permits.

EVALUATION:

1. Restate the major debate points, both in favor of and against the park.
2. Describe the role of citizen groups in legislative issues.
3. Describe the role of the legislature in setting state policies.

RESOURCES:

Handouts:
1. The Legislature and the Park: Scenario
2. Debate Participants
3. Major Questions and Positions
4. Legislative Ballot

THE LEGISLATURE AND THE PARK: SCENARIO

It has been proposed that a new state park be created in the downtown area of the state capital. The capital, Megalopolis, is located in the center of the state of Syndi on the banks of the polluted Clear River. Massive property purchases and street relocations will be required for park construction. The State Legislature is considering the creation of a Park Development Commission to handle the land purchases and construction of the park. The proposal has generated both enthusiasm and antagonism among the citizens of Syndi.

In today's exercise, several people from the class will be chosen to represent citizens from around the state of Syndi who are involved in a public debate over the new park. The rest of the class will be divided into small groups whose job it is:

1. BEFORE THE DEBATE - to prepare one of the participants for his or her role in the debate.

2. DURING THE DEBATE - to act as the State Legislature and listen to the debate, weighing the arguments presented.

3. AFTER THE DEBATE - to vote either for or against the proposed park.

The proposed legislation states the following five specific purposes for the park:

1. To promote the general health and welfare of citizens of the state
2. To provide for the creation, development, and facilitation of park, exposition, educational, athletic, and recreational projects
3. To provide for the operation and maintenance of those projects
4. To create a commission with the authority to carry out the purposes of this chapter
5. To provide economic growth opportunities for individuals and corporations of the state.

Each of the debate participants has assembled today at the Statehouse. A public hearing, moderated by State Senator Gary Muncie, is being conducted to hear as many arguments as possible before the Legislature votes on the proposed law.

DEBATE PARTICIPANTS

You may be selected to play the role of one of the participants in the park debate, or you may serve on a team to brief and prepare one of the participants before the debate. The following list contains descriptions of the major participants in the debate over the newly proposed park. Each person in the debate represents certain interests (self-interest, public interests, corporate interests, environmental interests, etc.).

Each student must represent the values, or interests, of the character to which he or she is assigned. Any issue on which the character's values are not stated in the descriptions can be created and developed by the student role player and the briefing team. Here are the role descriptions:

A. THE BRIEFING TEAM MEMBERS: Each student role player will be assisted by a team of classmates before the debate begins. The team will help the role player understand and develop his or her role as the debate participant. The team can develop both the stated values of the debate participant and create his or her unstated values. Team members should drill the role player by asking questions about the park, suggesting phrases for use in the debate, correcting statements which do not agree with the stated role, and "brainstorming" on other unstated values for the debate participant.

B. THE LEGISLATURE: During the debate, former briefing team members are asked to switch roles, setting aside their former commitment to any one participant in the debate. The Legislature's role is to act impartially, to observe and record debate issues, and to ask pointed questions based on their understanding of arguments put forth by participants.

C. GARY MUNCIE: State Senator who is known as a good moderator because of his objectivity. In fact, he seldom takes a stand on anything. Most often in a debate situation he is known to say something like -

> "If such and so is the case, then certainly I am for it. However, if such and such is what is meant by those who oppose this issue, then certainly I, too, am opposed to it. That is my stand. I will never compromise."

Muncie's main job today is to recognize and yield the floor to debaters as well as to summarize arguments for the legislature.

D. MARIAN LAKE: State Representative Lake is from the extreme northern part of the state, a very populated area near North Newton. Ms. Lake wonders why North Newtonians should help pay for, support, and visit a Megalopolis park project aimed at developing the capital city. With the economy the way it is, how could people from her region get to the park without great difficulty and expense?

E. WAYNE ANDERSON: State Representative Anderson represents an area northeast of Megalopolis on the Clear River. Anderson's district is hard-hit by the current recession, so he argues that state tax money should be aimed at helping unemployed poeple instead of building a new park.

F. JASPER MADISON: Likely candidate for the post of Executive Director for the new park's development commission. He has access to, and has helped design the park plans. He believes that the park will bring business not only to Megalopolis, but also to the entire state. He states: "This park will create lots of jobs, clean up the Clear River, and lure businesses and tourists into the state."

G. ALEXANDRIA VINCENNES: Small business owner on a side street in the old, downtown Megalopolis business district. She questions what a park will do to and for her business, which is based mostly on pedestrian traffic as people walk to and from work during the lunch hour. "Will the park draw my customers away?" she questions. She thinks the park will be great for the big businesses and hotels as well as the fast food restaurants that will locate near the park. But what about small, independently owned businesses that rely on local trade?

H. SPENCER COLUMBUS: Public relations executive for a multi-billion dollar Megalopolis industrial concern. His company's world headquarters draws officials and businessmen from all over the world. The company wants this park to be an attraction that will entertain, educate, improve the local economy and, in general, showcase the city and state as desirable places to live. The company is willing to help pay for the park IF the park is right.

I. SEYMOUR VANDERBURGH: Environmental activist. Vanderburgh likes the idea of a nature preserve and natural setting in downtown Megalopolis. But, he refuses to allow the park to become a user of energy, a lure to industry, or a "party place." He insists that the river be cleaned up, the land and buildings bought up and leveled, trees planted -- and there's your park, thank you. "No crass commercialism here!" he says.

J. JOSEPH RICHMOND: Business owner on a major interstate highway leading to Megalopolis. Richmond's business is near Stoptown along a major interstate highway connecting Megalopolis with several major cities in the neighboring state of Hinoise. He thinks the park will be good for his business and for the state as tourists come in and use hotels, spend money, eat at restaurants, etc. He just doesn't want too much tax money used. He believes Megalopolis should pay a good portion of the bill. He's fond of saying, "Them who gets the most, should pay the most."

K. FLOYD AND CARROLL LAFAYETTE: Concerned parents who live in Megalopolis. The Lafayettes like the idea of some place close to home for kids and families to go for fun without having to spend much. They're all for the park if it keeps the kids away from the television and doesn't raise taxes. They couldn't afford that.

J. YOUR CHOICE: Make up a good character with interests of his or her own. Have the class choose from those characters suggested.

CHARACTER'S NAME: _____

MAJOR QUESTIONS AND POSITIONS

Develop your character's position by answering all of the following questions. (Number 10 asks you to develop one or two additional questions your character might like answered.) Do this by thinking about how your character might respond to each of these questions; what his or her attitude might be. Take time also to consider what positions the other characters might hold and try to anticipate what their arguments might be.

1. Why develop the park now?

2. How much money will be involved, and how much of that will be taxpayer's money?

3. Why should the people from around the state support a Megalopolis-Megalo County park? Why should they pay for it?

4. Why choose a central location in the state like Megalopolis for the park?

5. How much downtown property will be needed for the park, and will people have to vacate their homes and businesses for the park?

6. Is it reasonable to expect that a large zoo can be successful in a downtown setting?

7. Isn't the Clear River badly polluted in Megalo County, and how will this affect park plans?

8. Won't security in the downtown area be a problem?

9. Who REALLY benefits from the proposed park?

10. Other questions (Write your own).

    a.

    b.

LEGISLATIVE BALLOT

How do you vote on the following Clear River Park Bill?

Let it therefore be known among men of good heart that the bill forewith presented is attested to as providing for the commonweal of all by seeking in accordance with the wisdom of the people to:

1. promote the general health and welfare of citizens of the state;

2. provide for the creation, development, and facilitation of park, exposition, educational, athletic, and recreational projects;

3. provide for the operation and maintenance of those projects;

4. to create a commission with the authority to carry out the purpose of this chapter;

5. to provide economic growth opportunities for individuals and corporations of the state.

HOW SAY YE SERVANTS OF THE PEOPLE?

(circle one)

AYE NAY

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THE TOWN BOARD AND TREE LOVERS

MAJOR IDEAS:

Many of the governmental decisions that have the most impact on citizens are made at the local level by the city council or the town board. It is important for students to understand which issues are decided at the local, state, or federal levels so that they know where to go as citizens to participate in decisions. This lesson illustrates a town issue in which citizens will participate with the town board to seek resolution.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. Make lists of issues decided by the local government, by the state government, and by the federal government.
2. Describe the composition and duties of town boards.
3. Describe how citizens can participate in decisions made in their local community.

LEARNING ACTIVITIES:

1. Start by asking students to name several issues that concern them or concern people they know. List all issues mentioned on the board.

2. Ask students to look at the list and decide where to start if they really wanted to participate in resolving the issue. They should quickly suggest that some issues are federal (Washington, D.C.), some are state (Indiana), and some are local (city council or town board) issues. Categorize the issues listed earlier under these three headings. Some issues may be listed under more than one heading.

3. Point out that many of the services that are closest to home are decided by local authorities working with local citizens: traffic regulations, parks, streets, libraries, police, fire protection, etc. Local citizens all have access to participating in these decisions since they are decided locally, and not in Indianapolis or Washington, D.C. Tell students the case study they are about to consider illustrates participation in local issues.

4. Ask students to read The Town Board and Tree Lovers. The class will simulate the town board meeting.

5. First appoint or take volunteers for the five town board members. Review the duties of the town board, and differentiate town boards from city councils. Refer to the information on city and town government in Here Is Your Indiana Government, published by the Indiana State Chamber of Commerce.

6. Next appoint or take volunteers for the five groups listed in the handout who will speak in the meeting. Allow 5-10 minutes for each group to prepare its arguments for the meeting.

7. Conduct the meeting. The president of the town board will preside over and will call on speakers both in favor of and against the plan to remove the trees. After everyone has exhausted the arguments, or when time for the class is about gone, the president will call for a roll call vote of the board.

8. Discuss the meeting by asking the following questions:

   a. Is it hard for citizens to get involved in local issues like this one? Why or why not?

   b. What local issues are currently attracting interest in your community? Do you have opinions on these that should be heard? How could you register your opinion?

   c. When and where does your town board or city council meet? Have you ever observed a meeting? Would you want to organize a class visit to the next meeting?

EVALUATION:

1. List 10 current issues for the class and ask them to classify them as federal, state, or local issues.
2. List the duties of town boards and city councils.
3. Describe specific ways students could participate in a given local political issue.

RESOURCES:

Handout: The Town Board and Tree Lovers.

THE TOWN BOARD AND TREE LOVERS

An overflow crowd is expected at the next town board meeting in Greenview. The community is buzzing about the town board's attempt to remove several trees along Hometown Avenue so that a new four-lane highway can be constructed. The five board members have been hearing constantly from five main groups:

1. The citizens on Hometown Avenue and the surrounding area who want to prevent the construction of the new highway to preserve the beautiful tree rows and the dignity of their neighborhood.

2. Downtown merchants who are concerned about the destruction of the trees because it may hurt the annual Dogwood Festival, which brings people from miles around to look at the trees and to shop in their stores.

3. Nature experts who are concerned about the destruction of the trees because it affects the yearly nesting of the Dogwood Snipe, which only comes to Greenview to nest.

4. The builder and contractors of a new shopping mall who want a four-lane highway to pass their mall because of the large number of shoppers expected.

5. Merchants of the new mall who want the new highway project to help attract customers to the mall.

The long-awaited meeting is tonight. What arguments will the town board hear? What will they decide?

RUNNING A CAMPAIGN

MAJOR IDEAS:

Political campaigns are central to our entire electoral process. This lesson is a brief simulation designed to convey to students the excitement that builds as citizens participate in a campaign. Students will participate in developing party platforms, recruiting candidates and party members, and campaigning for votes.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. Describe the nature of party platforms and cite differences among the platforms of different parties.
2. Explain the role of different party workers.
3. Describe the influence of party competition in running a campaign.

LEARNING ACTIVITIES: Simulation

STEP I: Role assignment

A. Announce that the class will engage in a political campaign. Appoint a party leader, two #1 workers, and two #2 workers for each party.

B. Allow the leaders and workers a ten minute caucus. In the caucus, each party should (1) agree on a possible candidate for their office (to be recruited from the remainder of the class), (2) list possible party members in order of preference (to be recruited from the remainder of the class), (3) list some arguments which would support the party platform.

C. While the party members caucus, the rest of the class should be given voter forms. Each student should jot down his/her ideas on the two topics listed on the forms.

Step II: Recruitment

D. Allow a five (5) minute recruitment period. Each party should concentrate on recruiting a candidate and new party members.

E. Announce to voters that they do not have to join a party but that they should investigate what each party stands for before making a party commitment.

Step III: Campaign planning

F. Allow a ten (10) minute caucus period. Each party is to develop a party slogan and to make signs which depict the slogan.

G. Each candidate and party leader are to work together to develop a two-minute speech based on (1) the party platform, (2) the party slogan, and (3) some special appeal which will gain votes from the class.

H. During the party caucus the teacher should discuss with voters their views and ask if the voters can list differences between the parties.

Step IV: Campaign

I. Allow a five (5) minute voter registration drive during which each party attempts to get voters to register as Democrats or Republicans.

J. Allow each candidate to give a two-minute speech.

Step V: Voting

K. Using a secret ballot, each class member votes for the candidate of his/her choice.

Step VI: Discussion

L. Ask the class to briefly review the activity. Some helpful questions are:

- How and why were candidates chosen?
- Why were certain voters chosen as objects for recruitment?
- What was the main appeal of a party for a voter during the initial recruitment period?
- What role did the campaign have on voter recruitment?
- How did the desire to be on the winning side influence voters?
- What role does the amount of time available play in party planning, in campaigning, and in making a decision as a voter?
- What roles do issues play in recruiting party members and winning elections?
- What value is the number of members in a party in a campaign?
- What are some considerations parties make in the development of campaign strategy?
- What are some of the problems parties face in attempting to win an election?
- What relationship is there between party activity and representative democracy? Between party activity and good government?
- Is there a better way?

(The teacher may wish to assign some reading on political parties as a homework assignment.)

EVALUATION:

1. Describe the purpose of a platform.
2. List the ways an individual could participate in a campaign.
3. Bring in campaign literature and ask students to evaluate it in terms of information provided about the platform issues.

RESOURCES:

Handouts: ROLE CARDS and VOTER FORM.

ROLE CARDS

Name _____

DEMOCRATIC PARTY LEADER

Your responsibilities are as follows:

1. Develop issues which will
   a. please your workers
   b. attract enough voters to win the election

2. Organize the campaign
   a. appoint a chairperson to oversee the writing of a party platform
   b. appoint a chairperson to oversee the recruitment of voters

3. Select and recruit a candidate who will
   a. please your workers
   b. attract enough voters to win the election

4. Your party must win the election

Name _____

DEMOCRATIC PARTY WORKER #1

You may not switch parties.

You must have the following points introduced into the final party platform, and your candidate must endorse them.

1. The government must boost the economy by:
   a. creating new government jobs
   b. sponsoring new government projects
   c. placing tighter restrictions on pollution and unfair business practices

2. The government must stabilize foreign relations by:
   a. securing arms reduction agreements
   b. expanding foreign aid
   c. introducing new, flexible arrangements with other countries

Your party must win the election.

Name _____

DEMOCRATIC PARTY WORKER #2

You may switch parties.

You do not care what the platform is as long as the party leader appoints you as either

1. Chairperson of the platform committee or

2. Chairperson of the voter recruitment drive

Your party must win the election.

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Name _____

DEMOCRATIC PARTY LEADER

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   b. attract enough voters to win the election

2. Organize the campaign
   a. appoint a chairperson to oversee the writing of a party platform
   b. appoint a chairperson to oversee the recruitment of voters

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Your party must win the election.

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VOTER FORM

PARTY _____ STUDENT'S NAME _____

Below are the issues in the campaign. Write a brief statement of how you feel on each and what you would want a candidate to do in each area. Place an asterisk to the left of the issue which is most important to you.

I. The Economy

A. Things that should be continued:

B. Things that should be changed:

II. Foreign Policy

A. Things that should be continued:

B. Things that should be changed:

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